



Wisconsin Department of Public Instruction
**TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT
COHORT I CONTINUATION APPLICATION**
PI-9550-SSIF-C1 (New 03-11)

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:

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INSTRUCTIONS: Return completed application and two copies by
May 27, 2011, to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841**

I. GENERAL INFORMATION

Local Educational Agency (LEA) Milwaukee Public Schools		Mailing Address <i>Street, City, State, ZIP</i> 5225 W. Vliet Street	
Contact Person Dr. Marcia Staum		Title Director, District and School Improvement	
E-Mail Address staumml@milwaukee.k12.wi.us		Fax Area/No. (414) 475-8585	Phone Area/No. (414) 475-8003
Grant Coordinator <i>If other than contact person.</i>		Title	
E-Mail Address			Phone Area/No.
Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i>			

Grant Period		Total Funds Requested for Current Grant Period
Beginning Date <i>Mo./Day/Yr.</i> 7/1/2011	Ending Date <i>Mo./Day/Yr.</i> 6/30/2012	\$16,161,544

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated LEA designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator ➤ See page two, signed 5/25/2011	Date Signed <i>Mo./Day/Yr.</i>
Signature of School Board Clerk or Charter School Authorizer ➤ See page two, signed 5/25/2011	Date Signed <i>Mo./Day/Yr.</i>

III. ASSURANCES

Assurance is hereby provided that:

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subtler covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
13. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
14. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
15. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
16. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
17. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
18. The LEA will administer such funds and property to the extent required by the authorizing statutes.
19. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
20. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
21. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
22. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
23. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
24. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
25. The LEA is knowledgeable about and approves DPI use of Title I, Part A, Section 1003(g) funding to provide school improvement technical assistance services on its behalf.

IV. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Public Schools

Name and Title of Authorized Representative

Dr. Gregory E. Thornton, Superintendent of Schools

Signature



Date Signed *Mo./Day/Yr.*

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

V. SCHOOLS TO BE SERVED

For each Tier I, Tier II, and Tier III school the LEA commits to serve, identify the SIG budget and intervention model that the LEA will use in each Tier I and Tier II school and the proposed SIG budget.

School Name	NCES School / District ID No.	Tier			Turn	Intervention			SIG Funds Requested
		I	II	III		Restart	Close	Trans	
Auer Avenue	550960001124/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$247,778
Bay View Middle and High School (Bay View High School)	550960001127/ 5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,575,133
Lynde & Harry Bradley Technology and Trade School	550960001218/ 5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,612,154
Browning Elementary	550960001132/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$30,604
John Burroughs Middle School	550960001137/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,464
Career Youth Development School of Excellence	550960000762/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$10,604
Dr. George Washington Carver Academy of Mathematics and Science	550960002602/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$168,238
School of Career and Technical Education School (Custer High School)	550960001147/ 5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$2,170,288
Fifty-third Street Elementary School	550960001162/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$136,579
Forest Home Avenue Elementary School	550960001163/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,804
Grantosa Drive Elementary School	550960001176/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$10,603
James Madison Academic High School	550960002700/ 5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,777,110
Keefe Avenue Elementary School	550960001196/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$247,778
Groppi High School (Kilmer South High School)	550960000963/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$10,603
Robert M. LaFollette Elementary School	550960001202/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$30,604
Lancaster Elementary School	550960001204/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$136,579
Lincoln Avenue Elementary	550960001206/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$30,605
Lincoln Center of the Arts	550960002302/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$390,299
Hopkins Lloyd Community School (Lloyd Street Global Education Elementary)	550960001208/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$347,778
Maple Tree School	550960001214/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$121,803
Ralph H. Metcalfe School	550960002464/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$227,779
North Division High School (Milwaukee African American Immersion High School)	550960002730/ 5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$1,800,696

School Name	NCES School / District ID No.	Tier			Turn	Intervention			SIG Funds Requested
		I	II	III		Restart	Close	Trans	
Riverside University High School	550960001237/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$30,604
Rogers Street Academy	550960002601/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$221,803
Roosevelt Creative Arts Middle School	550960001238/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$453,755
William T. Sherman Multicultural Arts School	550960001240/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$116,579
South Division High School	550960001247/ 5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,764,553
Frances Brock Stars Discovery Learning Center	550960002442/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$136,580
Albert Story K-8 School	550960001249/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,803
Townsend Street School	550960001258/ 5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$136,580
Harold S. Vincent High School	550960002272/ 5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,792,407

VI. SCHOOL PROGRESS

BAY VIEW

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

Bay View High School was identified as a Tier II persistently low performing school in March 2010. A needs assessment conducted at that time identified significant needs in the areas of reading and mathematics instruction, as well as implementation of a climate that is conducive for teaching and learning. As a result, the Transformation Model was applied. School Improvement Grant (SIG) funds enabled a comprehensive school reform External Partner (Cambium/NAEP) to support the school's efforts to demonstrate significant improvement in student achievement. The External Partner assisted with building the instructional foundation, skills and effectiveness of the school's leadership team. The leadership team guided the change process and served as the facilitator of teaching and learning. Targeted supports were applied during the 2010-2011 school year to help teachers:

- (1) deepen their content knowledge and
- (2) improve instructional delivery.

SIG funds supported direct reading interventions through READ 180, Reading PLUS, and Language! program for non-proficient students who are not receiving special education supports. Staff received intensive professional development in the following areas: developing effective lesson plans including formative assessments; initiation of data driven instructional practices, usage of higher order questioning skills and classroom management practices.

The overall impact of these activities is mixed with some encouraging results in student attendance, teacher attendance, a decrease in suspensions, and some indicators of an increase in student achievement as measured by Measuring Academic Progress (MAP) scores and Wisconsin Knowledge Concepts Examination (WKCE) results. During the previous two years, the average number of days absent per teacher was 16 days. As of May 19, 2011, the current year's average number of days absent per teacher was 6.21 days.

Climate improvements for students are attributed in part to implementation of the Positive Behavioral Intervention and Support (PBIS). Overall student attendance improved from 77.6% in 2009-10 to 81.1% as of May 2011, an increase of 4.5 percentage points. Suspensions resulting from disruptions in the classroom environment decreased from 82% of total suspensions in 2009-10 to 72% as of May 2011, an improvement of 10 percentage points. These improvements in school climate are foundational to efforts to improve instruction and academic achievement.

Student achievement on the WKCE increased slightly in the area of reading (36.2% proficient and advanced in 2009-2010 to 37.8% proficient and advanced in 2010-2011) and increased significantly in mathematics (20.8% proficient and advanced in 2009-2010 to 31.1% proficient and advanced in 2010-2011). MAP assessment data demonstrated a similar pattern. After administration of the MAP assessment in the fall of 2010, the mean RIT score (Rausch Unit) was calculated for each school and grade level participating in the assessment. The RIT score relates directly to the curriculum in each subject area; higher scores represent higher achievement in that subject area. Value-added RIT targets were also calculated for each school and grade level based on the fall assessment. The value-added formula controls for students' previous test score, ethnicity, special education status, ELL status, and free and reduced priced (F/R) lunch. The table below provides data about the school's performance.

VI. NARRATIVE (cont'd.)

BAY VIEW

Bay View Mean RIT Scores and Value Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	210.9	Above 212.1	210	Above 213.4	212.4
Grade 10	213.9	Above 215.4	212.2	Above 216.3	213.2
Grade 11	214.6	Above 215.9	214.7	Above 216.8	215.7
Grade 12	219.8	Above 220.4	217.2	Above 220.9	218.3
Schoolwide	214.1	Above 215.2	213	Above 216.2	214.7

Reading is an area of concern. None of the grade levels met the spring value added targets in reading.

Bay View Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	216.0	Above 217	217.4	Above 217.8	219.7
Grade 10	219.6	Above 220.5	220.7	Above 221.3	221.7
Grade 11	219.4	Above 220	220.3	Above 220.7	221.7
Grade 12	223.0	Above 224	224.0	Above 224.9	223.9
Schoolwide	218.9	Above 219.7	220.1	Above 220.5	221.4

All grade levels with the exception of grade 12 met the spring value-added targets in mathematics.

Bay View's gains on the WKCE in the area of mathematics are attributed to the implementation of the WKCE "boot camp." The details of the boot camp consisted of teachers reviewing and analyzing areas of the WKCE where students were most challenged. A review of this data analysis provided teachers with the information that was necessary to assist students with developing and enhancing their knowledge base in the targeted areas. Leading up to the test window a WKCE pep rally added a level of excitement and enthusiasm and was integrated as part of boot camp. These catalysts built student confidence as well as helped them to understand the importance of increasing their knowledge base and doing well on the WKCE.

An end of the year analysis highlights a continuing urgent need to improve student skills in reading and mathematics. Needs for teacher professional development, leadership professional development and a clear focus on academic achievement continue to be evident, especially in the area of literacy.

Accomplishments

The school leadership team and regional support team noted the following operational support accomplishments:

- The Regional Executive Specialist implemented a revised principal evaluation process. The process included frequent observations aligned to standards and also included student performance data. (Attachment)
- The External Partner created a weekly support calendar to provide coaching to individual teachers and support staff as necessary.
- Coaching was provided as a component of the support continuum to reinforce the instructional strategies.
- In-class modeling support and co-teaching scenarios in AP Biology, Biology, and Physical Science classes using Gizmos were offered. Gizmos is an on-line research based program that helps students

VI. NARRATIVE (cont'd.)

BAY VIEW

develop a deep understanding of challenging concepts in the areas of mathematics and science through inquiry and exploration.

- An extensive classroom observation - feedback cycle has been instituted in the Department of Mathematics; and Teacher Leaders in mathematics were supported.
- Teacher evaluation and recognition was a focus of the school principal. Bay View identified and rewarded school leaders, teachers, and other staff who have increased student achievement. Strong performing educators were offered leadership positions, including department chair roles, professional development creation and delivery, as well as provided opportunities to teach critical courses such as Advanced Placement and 9th grade interventions. The External Partner, Cambium Learning/NAEP, recognized math teachers for facilitating significant student growth on the WKCE assessment by providing a recognition luncheon.
- Mentoring for new teachers occurred monthly with a site-based mentoring program aligned to the district's mentoring system. Central office mentors and college mentors remained connected with the site mentor to ensure coaching occurred on an individual basis.

Professional Development

Ongoing, high quality, job-embedded professional development was aligned with the school's comprehensive instructional program. An Instructional Review was conducted early in the school year to identify professional development needs. As a result, the professional development was designed with school staff input and a focused instructional professional development calendar was created. Professional development opportunities emphasized literacy, math, and differentiation.

A variety of professional development opportunities were offered:

- A two-day kick-off conference led by Cambium Learning/NAEP facilitators for all staff prior to the start of school
- Intensive pre-service training for curriculum and organizational structures
- Workshops for content area teachers, including standardized testing, Reading Plus, Early Warning System, learning strategies, and teaching in the 90-minute block
- Efficacy training (two Saturdays) for the leadership team and teaching staff
- Content area professional development took place twice per month led by department leaders and the External Partner during regularly scheduled department meetings
- In math, Gizmos was used as a vehicle to support professional development in all content areas
- Special Education teachers participated in all professional development sessions and were provided in-class support from Cambium Learning/NAEP to assist teachers in the implementation of the concepts learned
- Professional development for special and regular education teachers to support inclusion of students with special education needs in a least restrictive environment

Data driven decision-making was integrated into professional development offerings. Cambium's on-site facilitator collaborated with teaching, administrative and support staff to drive the work around data collection, analysis, and interpretation, linking data to interventions and student achievement. Teachers were offered professional development around how to locate MAP scores for their students. The data was used to drive and differentiate instruction. Teachers also shared MAP data with students.

Formative assessments were implemented in all content areas. Classroom Assessments Based on Standards (CABS), Writing on Demand (WOD), MAP, class quizzes, tests, final exams and Language! assessments were utilized for instructional planning. English teachers reviewed the local WOD prompts at departmental meetings. Students wrote individual goals based on prior WOD results and received descriptive feedback from English teachers. An instructional focus calendar was developed for each department.

VI. NARRATIVE (cont'd.)

BAY VIEW*Student Intervention*

Learning time was increased to meet the academic needs of individual students. Students received a 90-minute A day/B day schedule with extended day opportunities through the Community Learning Center (CLC) and Credit Recovery classes. A master schedule was developed to include the district's recommendation for double dosing in the areas of algebra and English. All 9th and 10th grade students received a double dose of math. Non-proficient 9th-10th grade students received additional reading intervention. Proficient 9th graders received supplemental reading instruction through an elective course. The E2020 on-line credit recovery program was implemented within the master schedule for over-age/under-credited students to assist individuals with progress toward graduation.

Reading Plus was used as a reading intervention as a part of English, Social Studies and elective classes. The tenth grade implementation began September 14 and 15, 2010. Teachers brought students to the lab to become acquainted with the facilitator and the equipment. Initially, 82% of the students accessing Reading Plus demonstrated a below-grade level reading rate. By Spring 2011 that rate was 48% and 24% of the students demonstrated a rate above grade level. Reading Plus data demonstrated an average of a 2.6 grade level gain for students who accessed the program between 60-99% of the minimum recommended number of sessions.

There were 112 students enrolled in READ 180. By mid-year 5% of those students demonstrated proficiency and exited the program. The average Lexile growth for Bay View students attending READ 180 was 99 Lexile points, which is within the expected growth range for READ 180 students nationally. The average number of sessions attended by Bay View students was 52, which is far below the expectation of 80 sessions. The resulting attendance rate was 55.7%.

Non-proficient students were identified and targeted using the early warning system, transcripts and universal screener. The following activities were implemented to support non-proficient students:

- Certified teachers taught the 10th grade mandatory Saturday Academy for literacy and math for four Saturdays.
- Freshmen Summer Academy and a 10th grade repeaters summer program were implemented and taught by licensed staff.
- Literacy and math instruction.
- Naviance program, an online individualized success planning tool towards high school graduation and college and career readiness.
- Credit Recovery courses taught by licensed staff were offered to all students who did not master course work from the previous semester.

Positive Behavioral Supports and Interventions (PBIS)

PBIS implementation was a strong success this year at Bay View. The PBIS Tier 2 cohort attended trainings to implement Check-in/Check-out (CICO) for those students experiencing difficulty transitioning to high school demands. PBIS used three standardized tools to measure implementation progress. All three measures provide evidence of Bay View's progress:

- The Team Implementation Checklist (TIC) indicates whether the school is implementing PBIS with fidelity. In October, the score was 52 and in February the score was 61. A score of 70 is expected at the end of the first year of implementation.
- The School-wide Evaluation Tool (SET) is a snapshot of PBIS implementation conducted by an outside observer. In October, Bay View's score for overall teaching was 30 and overall implementation was 63. At the time of the post-test in March, both teaching and implementation had

VI. NARRATIVE (cont'd.)

BAY VIEW

improved with scores of 100 and 96 respectively. A score of 80 in each area is expected at the end of the first year of implementation.

- The Benchmark of Quality (BOQ) is a team assessment given in the spring. Bay View's score of 71 is slightly above the expected level of 70 for the end of the first year of implementation.

Bay View implemented a student efficacy program during the weekly advisory period. Students participated in data chats/progress monitoring every six weeks during the advisory period. Students needing extra support were identified and partnered with Violence-Free Zone (VFZ) youth workers.

Progress is visible in outcomes for students. Student suspensions have been reduced by 18.5%.

Family Support

Family engagement was an important component of the reform. Several parent meetings were held throughout the year. Monthly Parent Action Team meetings occurred within the school governance council. Parent meetings were held to link universal screener data to academic performance. Six Family Literacy sessions were held in 2010-2011.

For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Challenges

Student outcomes are the critical challenge to be addressed at Bay View. Professional development for staff is viewed as a key component to improving instructional outcomes. Despite a plethora of professional development opportunities, student outcomes remain stagnant. A qualitative analysis of the quantity and efficacy of professional development sessions is needed.

A better system for teacher coverage for professional development is needed. One in-house substitute teacher was not sufficient to release teacher teams for professional development. As a result, teacher attendance in professional development was limited. Staff members who had a prep period at the time that the professional development sessions were occurring were asked to cover classes rather than attend the professional development. Bay View addressed these concerns by providing additional make-up professional development sessions. For the 2011-12 school year, the new Metro schedule will offer collaborative planning and time for professional development twice per week. In addition, rotational teachers will provide monthly coverage for an extended time period to release a group of teachers for professional development. This cohort design will promote collegiality and the professional learning community.

As a result of a retirement, a new principal is being hired effective August 1, 2011. This individual will be charged with implementing School Improvement Grant federal requirements as determined by the tenets of the Transformation Model. It will be critical to help the new principal understand the reform efforts underway and continue Bay View's forward progress. The Regional Executive Specialist, the Regional Coordinator of Curriculum and Instruction, Regional Director of School Support and the Regional Director of Specialized Services is working collaboratively with Human Resources to ensure that the new leader is fully equipped with the skill set that is necessary to lead Bay View during this transition. The aforementioned personnel will be held accountable by the Regional Executive Specialist to ensure fidelity of implementation around the myriad of facets that will serve as a catalyst to rapidly "turning around" Bay View High School.

VI. NARRATIVE (cont'd.)

BAY VIEW

Climate is identified as a relative strength for Bay View, however classroom management issues continue to exist. An analysis of office referral data indicate that about 54% of office referrals are identified as disruption, and many are related to the classroom environment. Teachers need additional support in improving instruction as well as expanding their knowledge and skill in using classroom management tools.

An attendance committee was formed to address poor student attendance. Teachers were given strategies to encourage students to attend school on a regular basis. Incentives were offered to students. Efficacy of strategies and incentives was fair to poor. The attendance committee will continue to address these concerns.

External Partner support for instructional staff and leadership will be needed during 2011-2012 as the school formally merges the sixth through eighth grades with the high school. The current principal is retiring and the new leadership team will be charged with integrating the curriculum and staff in both schools in the building into a comprehensive 6-12 site. SIG funding will ensure continued professional development and a full range of coaching to staff. In addition, intensive professional development for “turnaround” principals will be provided to the new principal and leadership team.

VI. SCHOOL PROGRESS
BRADLEY TECH

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

Lynde and Harry Bradley Technology and Trade School (Bradley Tech) offers four Small Learning Communities based on career interests: Construction, Design, Engineering, and Communications. Students are prepared for college, engineering and technical careers, or apprenticeships through project-based learning. Currently, Bradley Tech has 1,158 students with 81.5 % eligible for free and reduced priced lunch. Bradley Tech was identified as a Tier II persistently low performing school in March 2010. The Transformation Model was applied during the 2010-2011 school year. A transformation turnaround vendor was chosen to support the reform efforts through a request for proposal (RFP) process during spring 2010. After a comprehensive review of the vendor proposals Cambium Learning Group and its partner National Academic Educational Partners (Cambium/NAEP) was selected as a vendor for Bradley Tech High School. The contract with the vendor has specifications including student growth (attachment).

Some gains were noted in the first year of implementation. Gains in student attendance (76.8% in 2009-2010 to 81.3% in 2010-2011) and decreases in the suspension rate (82% in 2009-2010 to 66% in 2010-2011). Student achievement on the WKCE decreased slightly in reading (34.9% proficient and advanced in 2009-2010 to 31.8% proficient and advanced in 2010-2011) but increased in mathematics (17.6% proficient and advanced in 2009-2010 to 23% proficient and advanced in 2010-2011).

After administration of the fall 2010 MAP assessment, the mean RIT score was calculated for each school and grade level participating. The table below summarizes data about the school's performance.

Bradley Tech Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	214.2	Above 215.2	211.2	Above 215.9	213.3
Grade 10	219.0	Above 219.7	218.6	Above 220.4	219.9
Grade 11	221.0	Above 222	222.1	Above 222.8	222.1
Grade 12	224.5	Above 225.7	222.5	Above 226.6	223.0
Schoolwide	218.9	Above 219.8	217.9	Above 220.5	218.9

None of the Bradley Tech grade levels met the spring value-added targets in mathematics.

Bradley Tech Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	208.8	Above 210.7	205.8	Above 212.1	208.3
Grade 10	213.4	Above 214.9	210.0	Above 216.0	214.2
Grade 11	216.2	Above 217.4	214.1	Above 218.3	214.1
Grade 12	219.6	Above 220.6	215.8	Above 221.3	217.4
Schoolwide	213.7	Above 215.1	210.9	Above 216.2	213.0

Similarly none of the grade levels met the spring value-added target in reading. Reform efforts have not had a significant impact on overall achievement at this point.

VI. NARRATIVE (cont'd.)
BRADLEY TECH**Accomplishments**

A strong focus on accountability in terms of principal and staff observation/evaluation was made. The Regional Executive Specialist is responsible for principal evaluation. A revised principal evaluation system was implemented this school year that included student performance data (attachment).

Teacher evaluation is the responsibility of the school principal. Teachers in need of additional support were referred to the TEAM program. The TEAM program's objective is to provide positive intervention and evaluation to teachers who show a need for assistance in their classroom performance. Out of 11 TEAM referrals, three were accepted into the program for intensive support. In addition, the vendor created a weekly support calendar to provide coaching to individual teachers and support staff as necessary.

Mentoring for new teachers occurred monthly with a site-based program and alignment with the district mentoring system. Central Service mentors and college mentors remained connected with the site mentor to ensure coaching occurred on an individual basis. The vendor, Cambium Learning/NAEP, recognized math teachers for facilitating significant student growth on the WKCE Assessment by providing a recognition luncheon.

Bradley Tech identified and rewarded staff that increased student achievement and HS graduation rates. Strong educators received leadership positions, including department chair roles, high profile project management and responsibility for critical courses like Advanced Placement and 9th grade interventions.

Professional Development

Through vendor support, staff received ongoing, high quality, job-embedded professional development. Early in the school year, an Instructional Review was conducted to identify professional development needs. The professional development was designed to ensure school staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Professional development, led by Cambium Learning/NAEP facilitators, was conducted before school started for all staff (2 day kick-off conference). Staff members were provided with intensive pre-service training for curriculum and organizational structures. Workshops for content area teachers, including standardized testing, Reading Plus, Early Warning System, learning strategies, and teaching in the 90-minute block was offered. Efficacy training (2 Saturdays) was provided for the leadership team and for the teaching staff.

Department leaders and the vendor provided bi-monthly content area professional development. Specialized training has been provided with reading interventions (Language! and Reading Plus) and math/science skill development (Gizmos and Smartboard skills). Professional development was also provided on the implementation of the Comprehensive Literacy Plan.

Special Education teachers participated in all professional development and were provided in-class support from Cambium Learning/NAEP to assist teachers in the implementation of the concepts learned. Professional development was also provided for special and regular education teachers to support inclusion of students with special education needs in a least restrictive environment.

Professional development had a focus on integration of data driven decision-making. Formative assessments were used in all content areas. Classroom Assessments Based on Standards (CABS), Measures of Academic Progress (MAP), class quizzes, tests, final exams and Language! assessments were utilized. Professional development sessions were offered based on the data analysis of the aforementioned assessments.

VI. NARRATIVE (cont'd.)

BRADLEY TECH**Student Interventions**

A master schedule was developed to facilitate increased learning time for students. All 9th and 10th grade students received a double dose of math and reading. Non-proficient 9th-10th grade students received reading intervention. Proficient 9th grade students received supplemental reading instruction through an elective course. The E2020 on-line credit recovery program was implemented within the master schedule for over-age/under-credited students to assist them with progress toward graduation.

Reading Plus was used as a reading intervention as a part of Social Studies and Tech/Trade courses. Initially, 93% of the students accessing Reading Plus demonstrated a below grade level reading rate, by spring 2011 only 51% of those students demonstrated a below-grade level reading rate, 30% of those students demonstrated a reading rate that was at grade level and 19% demonstrated a reading rate which was above grade level. At Bradley Tech High School, 357 students were initially accessing the Reading Plus program. As of the spring 2011, 245 students had increased their reading level at least one grade level. There were 70 students that increased their reading by two levels, 25 students increased three levels, 12 students increased four levels and 2 students increased five levels.

During October, a Reading 10 course was implemented to work with students who scored at the minimal level. Selection criteria for this course included WKCE scores and 9th grade benchmark assessments. There were 73% (63 of 86) of students that demonstrated an increase in at least one reading level, 26% (22 of 86) demonstrated an increase of two levels, moving them from non-proficiency to proficiency and one student moved three levels to the advanced category.

Family and Community Engagement

Family engagement was an important component of the reform. Parent participation in the monthly Parent Council increased this year with attendance greater than 30 participants regularly. The Bradley Tech website was updated. Alert Now was utilized extensively throughout the year for phone communications and reminders to homes from the school.

Bradley Tech formally became a Parent Teacher Student Association (PTSA) member this year. Increased opportunities for parents to be involved was evidenced through:

- a district pilot for a Facebook page
- Parent/Grandparent Day, which included over 20 attendees
- an upgraded publication of a monthly newsletter
- Parent-teacher conferences which included a presentation on topics of interest including, FAFSA, housing support and college access information.

External stakeholders are critical to the school's success. To ensure greater support for the school, formal community meetings and school updates are shared with neighborhood associations on an ongoing basis. Additional community outreach is achieved through The Bradley Tech Commission of corporate sponsors, business partners and government officials. To create a greater awareness of activities and to engage stakeholders, the Commission increased its meeting schedule from quarterly to monthly and added funding for a full time Recruitment Director.

Climate

PBIS implementation was strong this year. PBIS uses three standardized tools to measure implementation progress. All three measures provide evidence of Bradley Tech's progress.

- The Team Implementation Checklist (TIC) indicates whether the school is implementing PBIS with fidelity. In October, the score was 55 and in February the score was 61. A score of 70 is expected at

VI. NARRATIVE (cont'd.)

BRADLEY TECH

the end of the first year of implementation.

- The School-wide Evaluation Tool (SET) is a snapshot of PBIS implementation conducted by an outside observer. In October, Bradley Tech's score for overall teaching was 70 and overall implementation was 86. At the time of the post test in March, both teaching and implementation had improved with scores of 100 and 95. A score of 80 in each area is expected at the end of the first year of implementation.
- The Benchmark of Quality (BOQ) is a team assessment given in the spring. Bradley Tech's score of 80 is above the expected level of 70 for the end of the first year of implementation.

In addition, progress is visible in outcomes for students. The number of students suspended was reduced by 24.5% and the number of suspensions overall decreased by 12.5%.

The Universal PBIS Team has started to embed the PBIS framework and philosophy into the school culture. The school will be able to continue to move forward under their leadership. The vendor has had a strong presence and challenged staff to reflect on their practices. The vendors helped to implement a tardy policy with building sweeps. The new practice has demonstrated to staff that a strong system can make a positive difference in managing student behavior. In a recent survey, 60% of the staff stated that PBIS is making a difference at Bradley Tech.

For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Challenges

The primary challenge at Bradley Tech was a lack of urgency in responding to inadequate student outcomes. Student skills must improve in literacy and mathematics in order for students to be successful in core, as well as trade and tech classes. Despite high levels of professional development, coaching and student intervention, a focus for the 2011-2012 school year will be intense monitoring of instructional fidelity to the curriculum. Data-based decision-making process will highlight instructional decision making and mid-course corrections to instruction to support struggling students. A .5FTE School Improvement Monitor will conduct fidelity observations and provide an organizing force to focus teacher support (see Theory of Action).

Effective, strong leadership is key to successful implementation of a reform effort. The Regional Executive Specialist determined that a leadership change will be needed for the 2011-2012 school year. A three-stage interview process will be used to select a new principal for the school.

A continued emphasis on professional development is needed to improve instruction. The professional development will be designed and offered to yield a positive increase in student outcomes. During the current school year, sufficient time for professional development was a challenge. It was difficult to find time to differentiate professional development especially for staff support positions (social workers, counselors, and safety aides). There is a need to ensure:

- a system of accountability to accompany the coaching
- school staff has the skills to ensure vertical alignment of the curriculum.
- organize additional conversations between 8th and 9th grade teachers regarding alignment and professional development.

The addition of regional staff to support both district and vendor to provide professional development at Bradley Tech will be added for the 2011-12 school year. A .5 FTE instructional coach in literacy and a 0.5 FTE instructional coach who are under direct supervision of the Regional Coordinator of Curriculum and Instruction will add support to the coaching and professional development efforts.

VI. NARRATIVE (cont'd.)

BRADLEY TECH

In the area of behavior, finding time to actually teach behavior lessons has been challenging for staff. The school has an advisory period in place and initially it was thought that this time could be used as an additional instructional period for students. Teachers were resistant to teaching content during the advisory period and took the position that the collective bargaining agreement prohibited its use. As a result, lessons were taught via “public service” announcements, lunch room skits, and other non-traditional avenues. The new schedule for the 2011-2012 school year will address this need for specific teaching of behaviors.

Many of the challenges at Bradley Tech came as a result of staffing. There has been a tremendous amount of staff turnover during the 2010-2011 school year. Increased use of teacher observations and other tools for accountability will be used during the 2011-2012 school year, including the addition of a 0.5 FTE School Improvement Monitor.

Fidelity of implementation remains an issue. For example, a powerful reading intervention for students did not yield gains at Bradley Tech. Sixty-eight students were enrolled in READ 180. By mid-year 7% of those students became proficient and moved on from the program. The average Lexile growth for students attending READ 180 at Bradley Tech was 74 Lexile points, which is just within expected growth ranges. The average number of sessions attended by students was 28. Based on time that students logged into the READ 180 system, the estimated attendance rate was 50.5%. Several students have left the program due to programming conflicts and mobility. Although a reading intervention teacher will be part of the staff during the 2011-2012 school year, the Language! program rather than READ 180 will be offered.

The second year of implementation will focus on intensive leadership professional development to support the variables that are necessary to implement an effective professional learning community. Professional development for staff focused on literacy and mathematics will include: student engagement, analyzing and reviewing formative and summative assessments, practical strategies for differentiating instruction in the inclusion classroom and strategic actions for the adolescent struggling reader. There will be a strong alignment between vendor and district efforts. A full coaching continuum will be in place to support teaching staff. The implementation of freshman academy coupled with a schedule that allows for double dosing of reading and mathematics, reading and mathematics intervention for struggling learners, continued credit recovery opportunities and evening options for learning will directly support student outcomes, including graduation. An intensive monitoring plan specifically targeting Literacy and Mathematics classrooms (noted in the district plan) will serve as a catalyst to create a sense of urgency around instruction. Documentation of the intensive monitoring utilizing the approved teacher instructional observation form, vendor support and instructional leadership professional development will yield positive results in student achievement.

Finally, increased assistance from the vendor will be requested to support an increase in parental involvement. A parent liaison to the Bradley Tech Commission is needed to replace the liaison that retired/resigned. Bradley Tech will encourage parent participation prior to the start of school next year and will seek a parent liaison through this effort.

VI. SCHOOL PROGRESS
JAMES MADISON
ACADEMIC CAMPUS

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

James Madison Academic Campus (Madison Academic Campus) is an instrumentality charter high school. Courses in the core areas of English, Math, Science and Social Studies are required all four years. During the 2010-2011 school year, Madison Academic Campus implemented year one of the Transformation Model as a part of the School Improvement Grant (SIG). A Request for Proposal (RFP) was issued spring 2010. After a comprehensive review of the vendor proposals Project GRAD was selected as a vendor for Madison Academic Campus. The contract with the vendor has specifications including student growth (attachment).

Some gains were noted in the first year of implementation. Madison Academic Campus demonstrated gains in student attendance (76.3% in 2009-2010 to 83.3% in 2010-2011), a decrease in suspension rate (46.8% in 2009-2010 to 25.4% in 2010-2011), and an increase in teacher attendance (2008 through May 2010 average 9.02 days per year to 6.41 days per year 2010-2011). Baseline student achievement results on the WKCE were indicated in reading (24.7% proficient and advanced in 2009-2010; 19.2% proficient and advanced in 2010-2011) and mathematics (13.1% proficient and advanced in 2009-2010; 11.3% proficient and advanced in 2010-2011). November 2011 WKCE proficiency levels will reflect first year of implementation results.

After administration of the MAP assessment in the fall of 2010, the mean RIT score (Rausch Unit) was calculated for each school and grade level participating in the assessment. The RIT is a scale score based on an equal interval scale. Value-added RIT targets were also calculated for each school and grade level based on the fall assessment. The value-added formula takes into account students' previous test score, ethnicity, special education status, ELL status, and F/R lunch. The table below provides data about the school's performance.

James Madison Academic Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	205.2	Above 207.3	198.6	Above 208.9	203.9
Grade 10	208.7	Above 210.4	204.7	Above 211.9	209.6
Grade 11	213.8	Above 215.2	210.0	Above 216.2	213.1
Grade 12	215.4	Above 216.9	212.3	Above 217.6	209.5
School wide	209.9	Above 211.7	205.3	Above 212.9	208.5

None of the grade levels at Madison Academic Campus met the spring value-added targets in mathematics.

James Madison Academic Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	210.6	Above 211.4	207.0	Above 212	209.4
Grade 10	214.0	Above 214.8	211.7	Above 215.4	212.8
Grade 11	217.3	Above 218.4	215.4	Above 219.2	217.7
Grade 12	218.4	Above 219.7	215.5	Above 220.6	217.1
School wide	214.4	Above 215.4	211.8	Above 216.1	213.7

None of the grade levels met the spring value-added targets in reading.

VI. NARRATIVE (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

The district and school leadership teams monitored SIG implementation monthly, prepared for a midyear evaluation, and developed the 2011-12 School Improvement Plan (SIP). The 2011-2012 SIP is directly aligned with the SIG transformation model. An analysis of the data and implementation led to the decision to streamline efforts for next year. District and school administration reviewed the impact of the vendor during the current year. It was decided to continue the contract with Project GRAD through the 2011-2012 school year.

The second year of implementation will focus on intensive leadership professional development, professional development for staff focused on literacy and mathematics, strengthened college access activities, and broader opportunities for struggling students. Professional development for staff will feature strong alignment between vendor and district efforts. A full coaching continuum will be in place to support teaching staff. The implementation of freshman academy coupled with a schedule that allows for double dosing of reading and mathematics, reading intervention for struggling learners, mathematics intervention for struggling learners, continued credit recovery opportunities and evening options for learning will directly support student outcomes, including graduation.

Accomplishments

A new principal was assigned to Madison Academic Campus at the beginning of the school year. An interview team consisting of teachers, district administrators, parents and the Regional Executive Specialist was convened late summer. The current principal was chosen based on his success as a principal at a middle school and his passion for school reform. Throughout the year professional development and coaching was provided to the new principal by the vendor Project GRAD.

A revised principal evaluation system was implemented this school year that included student performance data. The Regional Executive Specialist is responsible for principal evaluation (attachment). The school principal spearheaded teacher evaluation and recognition. Classroom observation was a priority, with a National Project Administrative Consultant providing coaching and ongoing follow up with Assistant Principals in using specialized tools for classroom observations, monitoring, and assessing. Additionally an extensive classroom observation - feedback cycle has been instituted in the Mathematics Department; and teacher leaders in mathematics were supported.

This year at the district level, a teacher evaluation committee, composed of union and district staff, met regularly. Madison Academic Campus will participate in the pilot teacher evaluation system during the 2011-2012 school year. Madison Academic Campus enjoys a stable staff with good camaraderie. The school uses an informal, word of mouth recruitment process, when teaching vacancies occur, which appears successful. The staff is stable and teacher retention is good. Teachers are recognized regularly at staff meetings, through a staff dinner, and through a focus on student data at the Small Learning Community (SLC) data sessions. Teacher attendance has improved this year by approximately 3 days per teacher.

In September 2010, Project GRAD senior leaders conducted a needs assessment at Madison Academic Campus, which became the basis of the provider's support. Project GRAD hired two staff members to support student achievement. A College Access Coordinator was hired to establish a College Access Center at the school. The College Access Coordinator began work in early November. A site-based Math Consultant was hired and began work at the end of February.

In November, the College Access Center at Madison Academic Campus opened. Through this center, the College Access Coordinator was able to provide individualized college access support to students. Activities and services ranged from presentations with college representatives about careers, college visits, guidance for

VI. NARRATIVE (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

students and parents on the college application process and FAFSA, ACT preparation, summer job applications, and outreach to incoming students. Further training and support was provided to the College Access Coordinators through a trip to Atlanta, facilitated by Project GRAD, to enable new staff to see experienced College Access Coordinators in action.

Staff at Madison Academic Campus is currently organized in Small Learning communities (SLC). Weekly SLC meetings form the structure for much of the professional development at Madison Academic Campus. Professional development during the SLC meetings is coordinated by the school literacy coach, math teacher leader and Project GRAD staff.

The school literacy coach provided strong literacy and writing professional development. The professional development emphasis in English language arts and the Comprehensive Literacy Plan correlated with an increase in the number of students enrolled in Advanced Placement (AP) classes and AP literature. A National Coach provided walk-throughs and feedback to Literacy teachers. The school's Literacy Coach was provided consultation and modeling for coaching teachers. Work is in process to align curriculum with standards.

Beginning in September and throughout the year, systematic, informal professional development was embedded through monthly classroom observations, coaching, and feedback provided to the teachers in the mathematics department. From September through February, a National Project Mathematics Coach provided this coaching; and beginning in March, an on-site mathematics consultant was hired, who provided this service. The observation, coaching and feedback process emphasized sound instructional practices and conceptual clarity. Also addressed was the design of differentiated instruction based on student data, with consideration given to the curriculum as well as MAP, WKCE, and ACT testing.

Data-driven decision-making was a constant and reoccurring theme in professional development sessions. Grade distribution and attendance were emphasized in the SLC sessions. This process emphasizes methods of differentiating instruction using the Response to Intervention (RtI) framework. ClasStat sessions provided time for collaboration on making decisions based on data from sources such as the district's universal screening data, total quality credits (part of SAIL), attendance and suspension data.

A series of customized professional development sessions offered during banking days, after school, and on Saturdays included the following topics:

- Efficacy
- Comprehensive Literacy Plan
- English language arts
- Teaching inside the block
- Differentiated instruction and co-teaching
- Brain-based lessons
- Cooperative learning

A plan was developed to align Project GRAD professional development with the PBIS program already in use. Overall, staff at Madison Academic Campus logged over 2,000 hours of professional development. Students received additional supports targeted to their specific learning needs. Freshman received double doses of instruction in literacy. Project GRAD contracted with Imperative Education to provide academic support through tutoring for targeted students beginning in late October. Forty-one students received 243 sessions of tutoring. Students demonstrated an average gain of 19.9 words read per minute. Students receive opportunities for credit recovery through the e2020 software. Additionally, flexible scheduling for students

VI. NARRATIVE (cont'd.)
**JAMES MADISON
ACADEMIC CAMPUS**

was provided through night school and a GED program was available. There was an increase in participation in the GED program from 40 students during the 2009-2010 school year to 75 students during the current school year.

In a number of areas, materials were selected or developed to meet data-related needs: *Career Choices* was selected and purchased to fill the college-to-career niche for students; in January, Project GRAD began collaborating with Cambium Learning Group and Talent Development to recommend curricula for the district summer school; model lessons in mathematics and reading were developed by Project GRAD staff and presented.

Madison Academic Campus has a strong community focus and plays an active role with parents. Over 1,080 students participated in youth leadership teams that worked with the police and restorative justice and practices. A Love and Logic training was offered to pregnant teens and young parents. There was an active program with the District Attorney from the Children's Center on cyber bullying.

Two signature Project GRAD initiatives designed to engage parents and community were implemented: the Parent University and Walk for Success. The Parent University provided a series of trainings to enable parents to advocate for college readiness and access for their children and provided parents with support in areas such as GED preparation and computer basics. The Walk for Success, which occurred on May 7, mobilized school and community volunteers to visit the homes of parents, inform them about school services for their children, and asked them to sign a contract to support their children's academic success, college readiness, and transition to college. A survey, which parents were asked to complete at that time, provided future topics for the Parent University.

Project GRAD National Consultants met regularly with other lead staff at the district and school level to plan implementation of the Project GRAD transformation model in coordination with the district and school goals.

For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Challenges

The primary challenge at Madison Academic Campus is to effectively create a sense of urgency and affirmative responses from the instructional staff to accelerate student achievement, specifically in reading and mathematics. The faculty is committed to deliver engaging, rigorous and meaningful instruction. The administration is committed to provide decisive and collaborative instructional leadership which aligns staff effort with district/school initiatives and targets with accountability and urgency.

Several of the programs implemented this school year because of the large number of over-age students, tutoring, GED programming, and night school, need refinement and continuation plus additional credit recovery programs. The tutoring program and instruction for struggling students must be expanded. While Madison Academic Campus has a strong structure for professional development through the SLC, there is a need to align professional development to increase common planning within departments and grade levels. Professional development from the vendor must also be carefully aligned with the professional development offered through the school and through the district. Staff noted that the embedded professional development was not synchronized with and at times was in contrast with other professional development offered at the school. More time and a more consistent coaching presence from the vendor are needed. Staff requires time for professional development, collaborative planning, and observation of peer classrooms and embedded coaching.

	VI. NARRATIVE (cont'd.) JAMES MADISON ACADEMIC CAMPUS	
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Madison Academic Campus has been studying school schedules. Project GRAD surveyed staff and students, as well as researched scheduling. As a result Madison Academic Campus will follow the regional schedule for Metro schools (attachment). This schedule allows for double dosing of literacy and mathematics for all struggling students, slight increases in instructional minutes for students, common planning time for teachers, ample prep time and can be aligned with professional development to facilitate increased instructional rigor within the class session. In addition, the school will continue to explore flexible and extended schedules, such as evening school, to meet the needs of all students.

Teacher recognition at the school while effective would benefit from a systematic method of rewarding staff for student achievement. We will continue efforts to recognize staff formally at staff meetings, and informally as a result of observation and data celebrations.

VI. NARRATIVE (cont'd.)
SOUTH DIVISION

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

South Division is a near south side school, in the Milwaukee Public School district, and has the largest high school bilingual program in the state of Wisconsin. Students reflect the great diversity of its surrounding neighborhood and community including Puerto Rico, Mexico, Venezuela, Nigeria, Ghana, Thailand, Laos, Germany, Lithuania, Russia and other countries. One study concludes that "[it is] imperative to monitor the quality of educational programs offered to linguistic minority students in general, bilingual, and special education as well as the long-term consequences of placement decisions for these students."¹

South Division High School was identified as a Tier II persistently low performing school in March 2010. A needs assessment conducted at that time identified significant needs in the areas of reading and math instruction, student attendance and meeting the needs of English Language Learners. The Transformation Model was applied and School Improvement Grant funds supported a comprehensive school reform vendor, John Hopkins Talent Development, to guide the school's turnaround efforts. Reading intervention programs used by Talent Development as part of the Ninth Grade Academy in addition double dosed reading and math instruction realized some, but limited gains. Read 180 was provided to 10th-12th graders and a GED02 program was in place as well as a credit recovery was also provided. While significant academic gains have not been demonstrated, the ground work for increased student achievement has been laid resulting in an improved attitude by teachers and students.

Climate improvements for students are attributed in part to implementation of the Positive Behavior Intervention Support (PBIS) model in addition to student and teacher recognition events. Overall student attendance improved from 72.5% in 2009-10 to 80.4% as of May 2011, an increase of 7.9 percentage points. Suspensions resulting from disruptions in the classroom environment decreased from 73% in 2009-10 to 29% as of May 2011, an improvement of 44 percentage points. The MPS External PBIS coach stated with confidence that South has a safe and comfortable environment with no sense of disrespect among students or between students and adults.

Climate improvements have also been realized in teacher morale and attendance. During the previous two years, the average number of days absent per teacher was 14.86 days. As of 5/11/2011, the current year's average number of days absent per teacher was 5.91 days, compared with 6.12 days average absence for the district. These improvements in school climate are viewed as foundational to efforts to improve instruction and academic achievement.

The school was disappointed in the lack of student achievement on the WKCE and on the Measures of Academic Progress (MAP). WKCE scores decreased in reading (24.7% proficient and advanced in 2009-2010 to 19.0% proficient and advanced in 2010-2011) and mathematics (20.4% proficient and advanced in 2009-2010 to 14.8% proficient and advanced in 2010-2011). It should be noted that the John Hopkins Talent Development interventions put into place as a core strategy of the SIG-supported work at South Division were deployed only in the 9th grade, and were not expected to have an impact on the WKCE Scores for 2010-2011.

After administration of the MAP assessment in the fall of 2010, the mean RIT score (Rausch Unit) was calculated for each school and grade level participating in the assessment. Value-added RIT targets were also

¹ Artiles, Alfredo J. et al., DRAFT: Factors Associated With English Learner Representation in Special Education: Emerging Evidence from Urban School Districts in California 2 (November 2000) (presented at the Minority Issues in Special Education Conference, Harvard University, November 2000).

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calculated for each school and grade level based on the fall assessment. The value-added formula takes into account students' previous test score, ethnicity, special education status, ELL status, and F/R lunch. The table below provides data about the school's performance in mathematics.

South Division Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	209.8	Above 212.8	209.2	Above 213.6	212.5
Grade 10	209.6	Above 210.2	210.5	Above 210.9	213.8
Grade 11	218.3	Above 220	217.7	Above 220.9	219.8
Grade 12	219.3	Above 220.7	219.1	Above 221.7	220.7
Schoolwide	214.0	Above 215.6	213.7	Above 216.5	216.3

Limited gains were noted at the ninth grade level across the year, although the ninth grade class did not meet the spring value-added target. More significant gains were noted at the tenth grade level, where student scores surpassed the spring value-added target in math. Eleventh and twelfth grade students demonstrated some gains and are approaching the spring value-added targets.

The following table depicts the mean RIT scores and valued-added targets for South in the area of reading.

South Division Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	202.9	Above 208.1	200.8	Above 209.9	202.3
Grade 10	201.5	Above 203.9	201.0	Above 206.1	204.5
Grade 11	210.6	Above 212.9	206.5	Above 214.3	211.8
Grade 12	211.9	Above 214.1	209.1	Above 215.4	211.6
Schoolwide	206.6	Above 209.6	204.1	Above 211.3	207.1

The ninth grade students demonstrated significant gains from fall to winter, meeting the winter value-added targets. However, a significant decline was noted from winter to spring which is the focus of analysis with school leadership. Student motivation to complete the MAP is a partial reason for the decline, however, a need for continuing professional development, coaching and modeling for staff at the ninth grade level is needed to increase the fidelity of implementation of reading and English instruction. Tenth grade students demonstrated gains, although they did not meet the value-added targets. Eleventh grade students demonstrated limited gains and did not meet the value-added target. Twelfth grade students plateaued and did not meet value-added targets.

John Hopkins Talent Development's reform model focuses on the ninth grade in the first year with expansion into upper grades over time. As a result, ninth grade staff received the most intensive professional development and support during the 2010-2011 school year. MPS regional staff provided professional development for all staff in the areas of PBIS, RtI, comprehensive literacy, and math. Currently, results show encouraging growth in measures of climate (improved student and teacher attendance, decrease in suspensions, good implementation of PBIS) and successful initiation of a 9th grade academy, which is being used as a model for the rest of the building.

An end of the year analysis highlights continuing needs for teacher professional development, leadership

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professional development and a clear focus on academic achievement while enhancing the improvements in student behavior and attendance. These changes will be a focus for the upcoming year.

Specifically, the 9th grade academy structure and improved climate have set the stage for academic gains in year two. The principal and regional team agrees a viable structure is now in place and vendor support coupled with intensive monitoring at the school and district level will yield dramatic gains in student achievement in the coming year. Talent Development's research and experience have shown that when the following variables are evident, rapid turnaround can occur: (1) strategic staffing, (2) supportive scheduling, (3) on-target professional development for teachers and administrators, (4) engaging curriculum that holds all students to high standards, (5) student supports at the right scale and intensity and finally (6) a strong partner who can help create these conditions.

Accomplishments**Leadership**

The principal is in his second year at South Division and has established a strong administrative team that understands the vision for the school and is committed to helping South improve. It is felt that strong leadership has had a direct impact on improved climate in the school. There will be two vacancies on the administrative team at the end of the year. The principal is actively recruiting assistant principals who will contribute to South's reform.

Reform Program

The approach to reform at South Division began with a focus on the ninth grade, with the intent of building on the 9th grade's success as reform is extended into grades 10-12 over time. Collaborative teaming was selected as a catalyst for improving professional practice. In order to increase collaboration, building space and the 9th grade schedule were rearranged mid-year. This created a more compact physical presence for the 9th grade academy and established a common schedule to support collaborative planning. The changes reinforced the emphasis on collaboration across disciplines and across program boundaries for general education students, students with disabilities, and English Language Learners. Talent Development provided 85 days of technical assistance (637.5 hours) to South Division leadership and staff to support the activities described below. South Division was provided daily, onsite support from Talent Development's School Transformation Facilitator beginning November 8, 2011. Ten City Year Corps Mentors under the guidance of Talent Development provided direct support to students and their families four days a week. In addition, MPS instituted the following practices:

- Monthly meetings with Talent Development staff and the Metro Region core team to discuss and monitor implementation progress.
- A meeting between Talent Development and the Superintendent in December 2010 to discuss and monitor implementation progress.
- Regular meetings between Talent Development staff and the building principal to update activities and troubleshoot challenges.

School Climate and Incentives for Teachers and Students

In addition to schedule changes intended to increase time for collaboration, several opportunities were provided to increase teacher leadership and collaboration among the staff. Veteran teachers provided new teachers instructional support. Teacher mentoring provided an opportunity for career and leadership growth for the veteran teachers. At the same time new staff gained skills in meeting the needs of students early in their development as educators. Veteran teacher growth opportunities and new teacher mentoring both lead to retention of staff and reinforced the importance of collaboration.

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Staff received recognition for contributing positively to reform efforts, including rewards for specific growth, such as improved student attendance, improved universal screening participation and scores, and improved GPA's. Recognizing teachers' efforts was well received by teachers and increased teacher morale.

Several staff appreciation luncheons were held to recognize teachers for embracing the reform and serving as change agents to increase student achievement. For example there was a *Share Your Success Teacher Recognition* breakfast held on January 21, 2011 in the World Café from 7:30-8:30. Staff shared their success stories including strategies used to improve student outcomes. On Valentine's Day, staff received incentives as a token of appreciation from the administrative team. The incentive read, "No one is more cherished in the world than someone who lightens the burden of another." In addition to luncheons and programs, teachers were recognized for their achievement on the district's Teacher Learning Community (TLC) website. The administrative team also made a point of speaking directly with individual teachers to thank them and compliment them for their contributions.

Along with the recognition of staff, South administrators used data to make improvement goals clear and help teachers understand the need for reform. Many teachers were surprised by the teacher absentee data, and are now more conscience of their attendance. The staff was also invited to be a part of and be responsible for changes with the reform. This has provided an increase in feelings of accountability and responsibility for school-wide progress. Finally administration has provided more support and has expanded opportunities to be available for teachers, leading to increased feelings of acknowledgement and collaboration to solve issues. Administrators regularly monitor teacher's participation in collaborative team meetings, check teacher absences, and follow-up with staff that are not meeting expectations.

Throughout the year South Division staff offered numerous rewards to the 9th grade class based on school goals. For example:

- A special lunch was held for the 9th grade class with the highest attendance rate over a predetermined length of time.
- A special breakfast was provided for 9th graders who had a 90% attendance rate or better for a quarter.
- Individual incentives for students who showed an increase in their attendance rate over a period of time were distributed. This reward was typically used for students who were chronically absent and acted as a truancy intervention.
- A promotion recognition luncheon took place to celebrate the students that were promoted to the next grade.

Celebrations, contests, and incentive drives for 9th grade students were held that were directly related to expectations and school climate. Students were recognized for achievements in attendance, behavior and course performance. City Year Corps members instituted "near peer" mentors for 9th grade students as extra support.

The overall impact of these activities can be seen in improvements for both teachers and students. During the previous two years, the average number of days absent per teacher was 14 days. As of May 11, 2011, the current year's average number of days absent per teacher was 5.91 days. As mentioned above climate improvements for students are attributed in part to implementation of the PBIS model, teacher recognition and strong leadership. These improvements in school climate are viewed as foundational to efforts to improve instruction and academic achievement.

Professional Development:

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The school PBIS team and the South administration participated in (February, March, May, June, July and August 2010) professional development sessions to introduce the PBIS framework and establish school-based implementation plans. Students, staff and administrators attended ongoing school-based PBIS professional development sessions. The PBIS team (principal, assistant principal, safety, Talent Development on-site coordinator, Violence-Free Zone personnel, building committee member(s), guidance, social worker and classroom teachers) monitored the progress of PBIS using student data on a monthly basis. Tier II training will be completed this spring and South is already in the process of establishing practices to support check-in and check-out, a Tier II intervention. The school's vendor supports PBIS model and helps with leadership.

PBIS uses three standardized tools to measure implementation progress:

- The Team Implementation Checklist (TIC) indicates whether the school is implementing PBIS with fidelity. In October, the score was 68 and in spring the score was 75. A score of 70 is expected at the end of the first year of implementation.
- The School-wide Evaluation Tool (SET) is a snapshot of PBIS implementation conducted by an outside observer. In October, South's score for overall teaching was 30 and overall implementation was 78. At the time of the post observation in March, both teaching and implementation had improved with scores of 80 and 95. A score of 80 in each area is expected at the end of the first year of implementation.
- The Benchmark of Quality (BOQ) is a team assessment given in the spring. South's score of 61 is below the expected level of 70 for the end of the first year of implementation, and is attributed to changes in team membership over the course of the year.

Ongoing and rigorous professional development was also provided in academic areas through the external provider, district language arts and mathematics curriculum specialists, and building-based instructional leaders. Most teachers at South Division made a concerted effort to embrace the reform efforts as well as implement district-adopted programs and initiatives. In order to provide job-embedded professional development, Talent Development provided school leaders training in supporting and coaching teachers.

South staff logged over 3,000 hours of professional development. Multiple professional development sessions focused on the Comprehensive Literacy Plan (CLP) after school and on weekends. The school Curriculum Generalist (CG) and the Instructional Coach Literacy (ICL) at South worked rigorously to ensure that the CLP was being implemented with fidelity in the Language Arts Department. Talent Development and the District Curriculum Generalist (DCG) for English/language arts provided weekly professional development for school-wide staff while the vendor's English/language arts specialist and the ICL worked one-on-one with ninth grade English teachers. These support staff worked collaboratively with teachers, engaged teachers in collaborative planning, and met with teacher teams to discuss how to implement the new teaching practices so that the focus areas of the CLP were incorporated into daily instruction. The support staff conducted walk-throughs of English/Language Arts classrooms and offered feedback to teachers to support implementation of targeted practices. Instructional coaching is increasing the quality of teaching observed in classrooms.

Forty-five minutes of staff professional development time was scheduled every Tuesday devoted to working on differentiated instruction within the block schedule. In addition, teachers participated in an all day professional development event on 1/24/11 where the topic was differentiated instruction. There were also a number of professional development sessions in the area of data-driven instruction. Talent Development staff provided teachers with professional development around the use of Early Warning Indicator systems. Staff members are beginning to feel more comfortable using new practices, but continued professional development and coaching tailored to the needs of specific staff groups will be needed.

Instructional program and use of data:

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Instructional programs were implemented as a result of working collaboratively with the provider who provided data to demonstrate that each recommended curriculum had a proven track record for increasing student achievement. Data was also collected and analyzed about implementation of the Comprehensive Literacy Plan (CLP), Positive Behavior Intervention Supports (PBIS), Measuring Academic Progress (MAP), the Talent Development Curriculum, Freshmen Seminar (Success Highways), City Year Corp Mentors and We Are Learning To... (WALT). The data analysis process was used to identify staff needs and instructional gaps as well as guide professional development and coaching. Data about student performance was collected and used to identify student needs and appropriate supports.

A 9th Grade Success Academy was created that included:

- Forming teacher teams that worked exclusively with first time 9th graders
- Establishing a schedule that resulted in common planning time among 9th grade teachers
- Moving classrooms to create a dedicated space for 9th graders in the building
- Assigning City Year Corps mentors to 9th grade students
- Implementing the *Freshman Seminar* curriculum for all 9th graders
- Conducting bi-weekly data review meetings using Early Warning Indicators for 9th graders

These changes resulted in:

- A 7.8% increase in attendance in the 9th grade
- A 25.7% reduction in the number of student suspended in the 9th grade
- An 8.5% reduction in the overall suspension rate in the 9th grade

Through support from the vendor, the Talent Development Freshman Seminar curriculum was implemented as part of a research-based approach grounded in PBIS philosophy to provide explicit instruction around social skills.

Student Interventions

South Division implemented a 9th Grade “double dosing” curriculum *Transition to Advanced Mathematics* and *Strategic Reading*. Talent Development provided all student and teacher materials for 9th grade classes, including Spanish language materials. They also provided job-embedded training for teachers, reviewed student placement in double dose classes, worked with the DCG to ensure alignment of Strategic Reading to the Comprehensive Literacy Plan, provided ongoing support to the building Math Teacher Leader and Instructional Coach for Literacy to plan and deliver strategic support to 9th grade teachers implementing the double dose curriculum. These steps helped to ensure that the double dose curriculum was aligned to core curricula in mathematics and language arts so that teachers understood how to use the material. Planning is underway for the addition of a 10th grade double dose curriculum during the 2011-12 school year.

The results of the implementation of the double dosed curriculum are as follows:

- 36% of tested 9th Grade Academy students achieved MAP Reading increases from Fall to Winter
- 55% of tested 9th Grade Academy students achieved MAP Mathematics increases from Fall to Winter
- The percentage of 9th Grade Academy students scoring proficient or advanced on the MAP Mathematics test increased from 25% in the fall to 28% in the Winter

City Year Corps Members partnered with members of South Division’s neighborhood community and district personnel to assist with report card conferences. First semester report card conferences were geared toward 9th grade students only. Second semester report card conferences were for all students. Report card conferences are one-to-one conversations between a student and an adult to review a student’s stated goals and evidence of school progress. Conferences serve as both a data review and encouragement for students to

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continue their efforts toward long-term goals. Students and adults report that the conferences are a positive experience that serves to recognize student's accomplishments, reinforce effort and provide focus on areas of need.

Data Driven Decision Making

Currently 9th grade teacher teams meet twice a month to discuss student level data including attendance, behavior referrals, MAP test scores, and the current grades in the core content areas. Talent Development provides Early Warning Indicator (EWI) data reports. Based upon the data, strategies are identified to meet/address individual student needs. Academic indicators from the MAP and core content grades are used to differentiate instruction to meet specific student needs. The most common forms of differentiation currently used by teachers are small group instruction for students with similar needs, and specialized instruction for individual students with special needs.

The impact of the professional development and monitoring of the Early Warning System resulted in the following:

- Year to date average daily attendance (YTD ADA) increase from 72.8% to 80.3% as of 6/15/11
(Source: MPS Data Warehouse)

The math department at South Division regularly uses Classroom Assessments Based on Standards (CABS) and examines student work. These formative assessments are used to adjust instruction to meet the needs of the students. The assessments also provide the basis for discussion among colleagues to improve instructional practices.

Additional supports for students:

Read 180 was provided to 101 students at South with reading needs. By mid-year 23% of those students became proficient and were exited from the program. The average Lexile growth for students attending READ 180 at South is 134 Lexile points, which is above expectations. The average number of sessions attended by students is 32. The expected number of sessions attended by students with a minimum attendance rate of 80% is 80 sessions per year. Based on time that students logged into the READ 180 system, the estimated attendance rate at South was 53.3%. Credit recovery opportunities were offered for students after school. Ten City Corps volunteers provide support to about 10 students each (all of the students in the 9th grade class who are identified as “at risk”). City Corps volunteers give the students extra support and tutoring after school as needed. Planning is also taking place for a 9th and 10th grade summer program.

The double dose curriculum described earlier, Read 180, credit recovery program, after school tutoring, and summer program serve to increase the length of the school year and provide differentiated support and increased instruction for students.

Family and Community Engagement:

Report card conferences for all students were hosted in November, January, and March that involved community-based volunteers meeting with students to discuss grades and conduct. Similar progress report conferences were also held periodically. These community volunteers provide a valuable service to South students and help to create links between adults and students, and between the community and the school. Experimental schools showed significantly greater improvement in students' and parents' perceptions of classroom and school climate than control and special schools. Experimental schools also showed significantly greater improvement in student achievement and attendance.²

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City Year and Talent Development participated in family literacy night and hosted several other parental engagement events. In addition, parent classes were implemented to help family members understand school curriculum, build adults' academic skills, and improve language/communication skills. Partnerships to address the language and communication issues within the South community because of the substantial number of non-native English speakers were established with several community-based agencies. Whenever possible, bilingual staff that can support home-school communication were hired. Talent Development is currently developing outreach to community partners based on Career Academy themes for the 2011-2012 school year.

Challenges**Student Achievement**

The primary challenge for South Division High School is the need for improved student outcomes. South Division school has a total population of 963 students, made up of 46.1% females and 53.9% males, of which 37.1% are English Language Learners (ELL). A total of 87.6% of students receive free or reduced lunch. The school's population is culturally diverse, with 6.3% white, 12% Asian, 34.6% African-America (with a high number of students who immigrate directly from African nations, speaking languages that require support from interpreters that do not exist in the MPS school district), 46.1% Hispanic/Latino, and 0.9% Native-American. These numbers paint the picture of diversity within South Division which poses significant challenges in supporting the academic needs of students who receive little to no ELL services, due to the lack of the correct language resources in the district. Additionally, nearly a quarter of South Division students require Special Education programming. Almost half of South Division students are over age for their grade (474 students) and 468 students are at moderate to high risk of not graduating on time, according to the district's Student Academic Indicators for student Learning (SAIL) report for 2010-2011 school year. The fact that South Division's primary reform strategy (Johns Hopkins Talent Development Secondary organizational, curricular, and instructional reforms) was aimed exclusively at first-time ninth graders limited South Division's ability to impact WKCE scores and metrics driven by students other than first-time 9th graders.

Leadership

Despite strong principal leadership changes in assistant principal and administrative team have posed challenges. In March, the assistant principal leading the 9th grade academy was re-assigned to another school in the Metro Region, which resulted in a significant loss of leadership. There are two administrative vacancies at South anticipated for the 2011-12 school year. School leadership played a key role in establishing the 9th Grade Academy. Next year an assistant principal will be assigned to each academy. A renewed effort to communicate the vision for South Division and explicit information about how the school will move forward with implementation will be essential at all grade levels and with the new assistant principals.

Improving teacher effectiveness and supporting teacher improvement is a high priority in MPS. This is a significant need at South Division. The MOU established last summer to afford both teachers and administrators flexibility in working in reform environments was difficult to implement. The MPS-MTEA work group charged with creating a rigorous, transparent and equitable teacher evaluation system that incorporates measures of student growth met regularly over the last year to develop a new teacher evaluation system. Plans for a pilot, which will include South Division, are underway. This will require additional time and funding for professional development. Professional development in the new teacher evaluation system is scheduled for August 2011. Teachers and leaders will receive deep training in Charlotte Danielson's Instructional Framework which is embedded in the evaluation system. Observations and continued support

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will begin at the start of the school year.

Data Based Decision Making

While South Division successfully implemented a reward system for both staff and students the process and criteria for rewards must be clarified. All members need to understand exactly how to earn incentives and rewards in order for the system to be truly effective. The 9th grade teaching staff lead by Johns Hopkins Talent Development provided a great model for creating and using a rewards and recognitions system. In addition, there were also some whole school rewards/recognition initiatives. These will be improved upon in the upcoming year.

Staff members must more effectively collaborate around analysis of student and school data. In order to address this challenge, data-driven meetings, called Early Warning Indicator (EWI) meetings, were held monthly to identify the students deserving recognition. Data-driven decision making is an essential component of every collaborative meeting. Incorporating data into collaborative meetings remains a high priority. The EWI meetings will be continued and moved to include 10th – 12th grade staff for the 2011-2012 school year.

Professional Development

During the school year 2010-2011, Talent Development targeted the 9th grade students and teachers. Teachers at grades 10-12 were not as involved in reform. Regional support staff attempted to fill in the gaps with the underserved grades, but this support was not consistent throughout the year. Metro region supports must be differentiated across schools and across grade levels within schools to address gaps in vendor provided professional development and support.

During the 2010-2011 school year, mathematics and literacy teachers received limited support from the Instructional Literacy Coach (ILC) and the Math Teacher Leader (MTL). These staff members did not provide the expected hours of direct, job-embedded professional development (approximately 17.5 hours/week) focused on modeling, co-planning, and co-teaching within literacy and mathematics impact. This limited the intensity of reform in 9th grade mathematics and literacy classrooms, and inhibited the spread of new practices adopted by 9th grade teachers into other grade levels and classrooms. By taking a new approach to providing job-embedded coaching to mathematics and literacy teachers in the 2011-2012 school year by deploying coaches who do not carry teacher loads and focus solely on providing professional development to colleagues, South is hopeful that transformation of teaching practices in grade 9 is accelerated as well as expanded to grades 10-12.

Milwaukee Public Schools and the Johns Hopkins Talent Development professional development initiatives and calendars need to be aligned to support teacher participation and ensure that an individual teacher's needs are met. Professional development will be customized for teachers at all grade levels (9th -12th grade). The coaching for implementation of new practices in classrooms at all grade levels must continue and expand where necessary.

Teachers had difficulty using the ninety-minute block schedule effectively. Teachers with classroom management difficulties found the 90-minute block periods particularly challenging. Mandatory professional development with follow-up and planning support was provided. Talent Development offered professional development on classroom management to help address the problem. Schedule modifications for next year have been worked through with Talent Development to allow for extended block when necessary and shorter periods for some courses.

An in-house substitute was not deployed to South Division as planned to free staff to attend additional

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professional development and coaching opportunities. This practice was not successful in other Metro Region schools because one teacher cannot ensure that a whole teaching team can be released at the same time. As a result, the successful rotating teacher model used in Tier III schools last year will be extended to South. Rotating teachers will be deployed to schools on a systematic basis to release teams of teachers for participation in professional development and/or team collaboration.

Teachers were not familiar with strategies to differentiate instruction. The district curriculum generalist provided professional development inclusive of modeling what differentiated instruction should look like in classrooms. Des Cartes statements from the MAP test were used to identify specific areas of need. This was challenging for teachers who were just learning to administer the MAP and use the data productively. To alleviate the concern in mathematics, the department chair used Classroom Standards Based on Assessments (CABS) to provide teachers student performance information in addition to the MAP.

The Education, Arts, and Technology academy planning for next year's 10th grade is incomplete at this time. Teachers will need professional development prior to the start of school in order to implement these new academies.

Some staff did not participate in required professional development sessions and collaborative planning meetings. Professional development will be paired with a full coaching continuum whenever possible (demonstration/modeling in the classroom, assisting teachers with planning, co-teaching, independent instruction with observation and feedback, periodic monitoring) will be continued.

Positive Behavioral Interventions and Supports

South had some difficulty establishing the PBIS (Universal) Team. There has been inconsistency in team membership, which interfered with implementation. New team members will be identified this semester. In addition, a Tier II team will be identified. There will be at least one person serving on both teams to provide continuity and support communication.

Finding time to teach behavior lessons was challenging. South does not have an advisory period, so a rotating schedule across days of the week and periods of the day was established. The rotating schedule made it difficult to ensure that lessons were regularly taught. It was hard to monitor the fidelity of implementation of lessons. Talent Development is supportive of building in an advisory period for next year, and several schedule formats are being negotiated that will allow for more flexibility in the school day. In addition, behavior lessons were not always linked to office referral data. Making sure that this data is used to identify the content of lessons will impact staff's adoption of the approach and the meaningfulness for students.

Fidelity of Implementation of all Activities identified in the 2010-2011 School Improvement Grant

Not all activities created in the original SIG plan were implemented. Some were not high leverage activities, and some were not implemented because they did not align with the external partner's approach to reform. Further, the wide range of activities served to undermine the intensive focus needed to accomplish change. South Division administration, staff, and the external provider all participated more fully in creating the current plan.

South Division did not have a clear understanding of how SIG funds were used and the allowable expenditures. Greater input into developing the year 2 budget and some flexibility in the use of funds has been provided. As South worked to establish more flexible work conditions for teachers and implement peer coaching, they found the teacher collective bargaining agreement a barrier. The memorandum of understanding created in the summer of 2010 did not adequately address their needs. In the next school year, MTEA and MPS central office administrators have agreed to collaboratively problem solve with schools so

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that timely solutions can be identified.

VI. SCHOOL PROGRESS VINCENT

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

Vincent High School is a comprehensive high school serving grades 9-12. Vincent was identified as a Tier I persistently low achieving school in the spring of 2010. A needs assessment completed at that time described a pattern of consistently low academic achievement that did not improve in spite of reform efforts. Additional needs were apparent in attendance and suspensions/behavior. While graduation rates at Vincent were similar to the district overall, many students required additional time to acquire the necessary credits to graduate and almost 25% of the student population did not graduate. The transformation model was selected as the basis for this reform and an external provider, Project Grad USA, was hired to provide assistance to the school. Vincent, in partnership with Project Grad, is focusing on increasing the number of students graduating on-time, ready for college and career.

Following one year of implementation, Vincent has made some gains. Attendance improved from 78% to 84%. Overall suspensions were reduced by more than 50%, from 2103 suspensions to 901 and suspensions due to learning environment incidents declined from 70% of all suspensions to 27%. In addition, teacher absences declined from an average of 15 days per teacher to only 6.32 days as of May, 2011.

According to 2010-11 data, Vincent is on its way to meeting/exceeding the School Improvement Grant WKCE goals in reading and mathematics. Student achievement results on the WKCE increased in reading from 25.9% proficient and advanced in 2009-2010 to 29.4% proficient and advanced in 2010-2011. The reading goal is 29% proficient and advanced on the November 2011 WKCE. WKCE results also increased in mathematics from 11% proficient and advanced in 2009-2010 to 15% proficient and advanced in 2010-2011. The mathematics goal is 14% proficient and advanced as measured on the November 2011 WKCE.

All grade levels at Vincent participated in the fall, winter and spring MAP assessment. After administration of the MAP assessment in the fall of 2010, the mean RIT score (Rausch Unit) was calculated for each school and grade level participating in the assessment. The RIT is a scale score based on an equal interval scale. Value-added RIT targets were also established for each school and grade level based on the fall assessment. The value-added formula takes into account students' previous test score, ethnicity, special education status, ELL status, and F/R lunch. The table below provides data about the school's performance.

Vincent Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	211.6	Above 212.7	210.5	Above 213.5	210.2
Grade 10	216.9	Above 217.7	216.3	Above 218.4	214.9
Grade 11	218.2	Above 219	217.4	Above 219.8	215.0
Grade 12	221.3	Above 218	219.0	Above 223.4	214.3
Schoolwide	214.0	Above 215.6	213.7	Above 216.5	212.8

None of the grade levels at Vincent met the spring value-added targets in mathematics.

Vincent Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 9	210.3	Above 211.8	207.1	Above 213	205.6
Grade 10	214.1	Above 215.3	211.6	Above 216.3	208.9
Grade 11	214.9	Above 216	212.8	Above 217	208.9
Grade 12	218.8	Above 219.9	215.9	Above 220.06	210.4
Schoolwide	213.7	Above 215	211.1	Above 215.9	208

None of the grade levels met the spring value-added targets in reading.

VI. NARRATIVE (cont'd.)

VINCENT

The Regional Executive Specialist and the Metro Region team along with the school leadership team monitored SIG implementation monthly, prepared for a mid-year evaluation, and worked on developing the 2011-12 School Improvement Plan. The School Improvement Plan will align with the SIG transformation model. In reviewing progress, both school and district staff groups agreed that efforts for next year should be streamlined and directed towards academic achievement. District and school administration reviewed the impact of the vendor during the current year and recommended continuing the contract with Project GRAD through the 2011-2012 school year.

During the second year of implementation, the administrative team at Vincent will receive intensive professional development focused on leading school reform in a transformation environment. Professional development for staff will focus on literacy and mathematics and will align approaches offered by the provider and the district required curriculum in literacy and mathematics. Professional development will be paired with coaching support for implementation of new practices. Reading and mathematics intervention teachers will deliver additional supports for struggling students. The schedule will be revised to allow time for small group interventions, time for staff collaboration and professional development, and to continue to allow for double dosing of reading and mathematics. Continued credit recovery opportunities and evening options for learning will directly support students' progress toward graduation, college and career readiness.

Accomplishments**Overall Plan**

The approach to reform at Vincent was based on a needs assessment conducted by Project Grad senior leaders at the start of the school year. Project Grad felt that it was critical to establish a college access center staffed by a full time coordinator at Vincent. Their decision was based on creating a college bound atmosphere to:

- ensure students understand their current achievement and skill levels
- engage students in establishing goals beyond high school
- help students understand the academic requirements to achieve their goals
- ensure students understand the course selections and the level of effort and persistence necessary to meet academic requirements so that they will be able to graduate from high school and be college and career ready.

The College Access Coordinator (CAC) was hired at the beginning of November and the college access center was up and running soon thereafter. Through the center, the CAC was able to provide individualized college access support to more than 720 students between November and the beginning of May. Activities and services ranged from presentations from college representatives, information about careers, college visits, guidance for students and parents on the college application process and FAFSA, ACT preparation support, summer job applications, and outreach to incoming students.

Project Grad supported training for the CAC through a professional development opportunity in Atlanta, GA. The CAC, Vincent's principal, and the Regional Executive Specialist visited a school to observe the model in action. This visit helped to create a shared vision for the reform effort and a greater understanding of Project Grad's approach.

School Climate

Student suspension rates were monitored by the Superintendent, the Regional Executive Specialist and the principal on a weekly basis. The principal in turn shared the data with the school Learning Team and the PBIS Leadership Team. The Regional Executive Specialist also worked with the principal and staff to create a building management plan that included a code of conduct. All of these efforts resulted in a significant reduction in student suspensions overall (from 2,103 suspensions to 901 suspensions), a reduction in the number of students suspended (193 fewer students), and fewer students suspended due to classroom environment infractions (from 70% of all suspensions to 27% of all suspensions).

VI. NARRATIVE (cont'd.)

VINCENT

PBIS was initiated in the building, and in spite of difficulties getting the model established, it contributed to the reduction in suspensions and a more positive school climate. Vincent has a school-wide restorative justice program that is supported through a full time assistant district attorney from the City of Milwaukee. The Restorative Justice Program has improved school decorum and reduced school-wide behavioral incidents.

Student attendance improved from 78% to 84% as a result of the formation of an attendance team and attendance action plan. Small Learning Communities were used as a vehicle for personalizing school for each student and tracking attendance more consistently. Staff attendance also improved from an average number of days absent per teacher of 15 in 2009-10 to 6.32 average days absent in 2010-11. Coupled with a significant reduction in suspensions, students are in class with their teachers on a more frequent and consistent basis. All of these factors together lay an important foundation for improvements in student learning and achievement.

Identify/reward effective personnel and remove ineffective personnel

Success was acknowledged with the use of charts and graphs placed throughout the school. Trophies, certificates of recognition, and public acknowledgement of progress were used to celebrate success at various meetings with internal and external stakeholders.

Professional Development

Project Grad made classroom observations and subsequent professional development and coaching for school administrators a priority. A National GRAD Administrative Consultant provided coaching and follow-up with the Principal and Assistant Principals in using tools for classroom observation, as well as assessing and monitoring instruction.

Teachers participated in over 2,800 hours of professional development and coaching from building based content coaches, regional support staff, and Project Grad staff. Professional development from Project Grad focused on:

- teaching in the block
- differentiated instruction
- co-teaching
- cooperative learning
- brain-based lessons

Beginning in September, monthly classroom observations coupled with coaching and feedback were provided for teachers of mathematics. Project Grad also supported Vincent's Math Teacher Leader (MTL) and Instructional Coach for Literacy (ICL) who modeled coaching and monitored progress using classroom observations and walk-through tools.

The Metro Region literacy and math specialists provided professional development related to the Comprehensive Literacy Plan and the MPS math curriculum. The majority of Vincent teachers participated in professional development and Project Grad staff observed and reported improvement in classroom practices. Most professional development was provided during banking days and during team meeting time.

Use of Data, Instructional Program, and Support for Students

Student data was used to inform instruction and to individualize supports for students. The Metro Region's RtI specialists provided professional development around:

- administering the MAP assessments

VI. NARRATIVE (cont'd.)

VINCENT

- interpreting the MAP data
- implementing the ClasStat process.

One team at Vincent participated in ClasStat training and then shared their experience and knowledge about using MAP results to guide instruction with the whole staff.

The Vincent Learning Team meets regularly. They review student data and are charged with taking the data back to their respective staff groups for analysis and planning. In addition, content and grade level teams meet during scheduled collaborative planning times to review student data, plan future instructional units based on data, create and review student assessments, and make decisions around supplemental supports for students. Supports were targeted to increase student achievement toward high school graduation and college readiness. The following provides a summary of supports.

- Online individualized success planning tool: All freshmen students participated in Naviance activities, an online individualized roadmap to milestones created to ensure college access. Naviance planning tools help:
 - students plan meaningful goals for their futures
 - students set a tangible, personalized and action-oriented plan for achieving his or her goals
 - counselors, teachers and parents have tools to effectively monitor and coach students toward their plans and goals.
- Tutoring: Project Grad contracted with Imperative Education, a tutoring program focused on reading. Approximately 60 students received tutoring twice per week for 45 minutes each session. The average gain in oral fluency was 20.4 words per minute.
- Double dosed curriculum: Targeted students received double doses of mathematics and reading in an effort to keep students on track for graduation. Like other schools in the Metro Region, Vincent used a 4X4 block schedule. This allowed for additional instruction in math and English/Language Arts as students were scheduled into those blocks for a full year.
- Credit recovery: Credit recovery courses were offered throughout the year as well as opportunities for students to complete GED programs.
- Plans for a summer program: Collaboration among all of the external providers in the Metro Region, including Project Grad, resulted in a plan for a summer program to provide reading and math instruction and a transition experience for new 9th graders in the Metro Region.

Family and Community Engagement

Parents were offered RtI training during parent-teacher conferences. On May 7, a “Walk for Success” was held. The “Walk for Success” used school and community volunteers to visit the homes of students to speak with parents and inform them about the school’s services. Parents are asked to sign a contract to support their child’s academic success, college readiness, and transition to college. The walk also recruits neighborhood students to enroll at the school. Vincent parents receive a bi-monthly parent newsletter that features literacy strategies, parent information, and school information.

For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Challenges

Vincent staff, leadership and the regional team identified challenges to implementing aspects of the reform.

Initially it was a challenge to identify incentives and rewards that were meaningful and garnered improved motivation and engagement to increase student achievement and high school graduation. As a result, a school

VI. NARRATIVE (cont'd.)

VINCENT

team identified recognition strategies like using trophies, certificates and public acknowledgement, which proved to be successful. Recognition and rewards should be expanded in a systematic way to maximize the positive potential of the program.

Although ongoing, high quality, job-embedded professional development was provided, it was not always subject specific and scheduling conflicts occurred. To address these challenges more subject specific professional development opportunities were offered after school and during SLC time. In addition, professional development from the external provider and Regional staff was not well integrated and aligned. A new schedule has been negotiated that provides more flexibility in scheduling collaborative planning time, professional development, and student supports. A professional development calendar for the year is also under construction.

In addition, during the 2009-2010 school years, Vincent began collaborative professional development activities with regular education teachers and special education teachers. The challenge has been providing ongoing professional development for Special Education teachers who work in a co-teaching environment. Providing time to collaborate around lesson planning and implementation has been nearly impossible.

READ 180 implementation was a challenge at Vincent High School. Initially seventy-nine students were enrolled in READ 180. By mid-year 5% of those students became proficient and exited the program. Expected growth for students in READ 180 is an increase of 50-100 Lexile points. The average Lexile growth for students attending READ 180 at Vincent is 18 Lexile points. The average number of sessions attended by Vincent students is 38. The minimum expected number of sessions is 80 sessions per year. Based on the amount of time that students were logged into the READ 180 system, the estimated attendance rate was 49.3%. There are currently 63 students remaining in READ 180. Based on challenges with READ 180 and the data that shows that students are still in need of reading support, READ 180 will be replaced by a new reading intervention program during the 2011-2012 school year.

Additionally, Vincent experienced scheduling challenges with Imperative Education's reading tutoring program. It was difficult to pull students out of various subjects to provide one-on-one assistance in reading. Many teachers felt there was an inequity in the number of teaching minutes provided to students in subjects such as social studies, math and science.

Implementation of PBIS is lagging. The PBIS Team had one facilitator for the whole school who is a teacher without release time. Initial implementation in a large school is time intensive, and this individual did not have sufficient time to lead the initiative. Next year, the school will employ co-facilitators to share the work load. In addition, team meetings were held early, before school or late, after school.

The principal assigned one assistant principal to the PBIS Team. He attended regularly and the principal attended occasionally. While this is sufficient administrative support for the team, it did not adequately support school-wide implementation in a large high school. In order to be more effective, PBIS needs to be seen and heard every day, and administrators must be seen checking in with staff, observing implementation, and holding staff accountable. The schools PBIS co-facilitators will work closely with district PBIS support staff and school administration to see that implementation is done with a high level of fidelity by all members of the school community.

Teachers and other staff members were not provided adequate professional development in the PBIS model. One session was planned for each semester and the fall session did occur. Additional professional development days were eliminated to remove the need for extending the school year due to snow days. A professional development calendar is currently in development with the vendor and time has been requested for PBIS professional development during the school day. In addition, the external coach has recommended

VI. NARRATIVE (cont'd.)

VINCENT

additional training and professional development for the PBIS Team focusing on teaching the lessons, communication, and use of data for 2 or 3 days in August.

Many students at Vincent lack social skills and need to be taught how to manage themselves, how to interact respectfully, and how to talk with both peers and adults across settings. Teaching behavioral expectations and social emotional skills is critical for Vincent students. Initially, lessons were taught during the advocacy time, which proved difficult to coordinate with the vendor. Embedding PBIS lessons into curriculum content proved to lack fidelity and sufficient focus. At the current time, the school has started social-academic groups led by support staff as a vehicle for teaching behavioral expectations. This remains a crucial need. Next year the school schedule will have time for an advisory period, which should resolve this issue.

Although Vincent's climate and student behavior is improving, maintaining the academic success of students who experience difficulties during the school day was a challenge. As a result, Vincent High School will implement Viking Academy during the 2011-2012 school years. This educational program is designed to address student's academic struggles and inappropriate behaviors that create a distraction to the learning environment. The Viking Academic Academy will operate on the same calendar days as traditional school between the hours of 4:00pm-7:00pm. The Viking Academic Academy will be staffed by a certified instructor from each discipline as well as a special education teacher in order to meet the needs of all students. The courses offered will include Mathematics, English, Science, and Social Studies which address graduation requirements. The students will be allowed to take any classroom based assessments while in the academy during their week. All assignments will be collected, placed in folders with the student's name, and submitted to respective instructors for grading. The folders are returned the following day to the academy to continue this process.

The Viking Academy requires total commitment from the school and community. Educators are expected to submit their lesson plans to the school's website weekly, specifically every Friday in order to have them available to the students for access Monday. A conference will be held between administration and the parent explaining the purpose of Viking Academy and how it will benefit their child for the week. The students that are assigned to the academy will report to school and work in the designated computer lab to complete their daily assignments. Students are expected to complete their work with the assistance of classroom educators who are assigned to the lab. Attendance is taken daily and submitted to the attendance office for documentation.

Viking Academy is an innovative way to offer services to students who have challenges during day school programming. More importantly, this program enables students to continue to meet their educational needs in a smaller setting, with certified staff. Viking Academy renders redirection to students without having a punitive overtone because it allows students to remain current with class assignments, receive credit for attendance, yield professional support, and reflect on the expectations of productive behavior. It is our intent to continue to embrace the commitment of serving our students using creative means that promote successful experiences in an environment that is conducive to learning.

In addition, parental engagement in RtI training opportunities were limited. Strategies to increase parental involvement, which included modifying the schedule and offering the opportunities during parent teacher conferences, seemed to be effective. An ongoing challenge at Vincent is the meaningful engagement of parents. Reasons identified include the lack of a specific person on campus identified to engage parents, and scheduling conflicts that prevented participation in family literacy sessions. These challenges were addressed through identifying a specific parent coordinator to engage parents in school activities and schedule events at times that would encourage a greater number of parents to participate.

VI. NARRATIVE (cont'd.)

VINCENT

Like other schools in the Metro Region, Vincent used a 4X4 block schedule. The extended learning time for Freshman has resulted in positive outcomes. The challenge is to replicate this model for Sophomores in the content areas of mathematics and English. While allowing for additional instruction in math and English/language arts, this schedule did not allow for an advisory period, time for small group intervention, or time for job embedded professional development. Project Grad's National Administrative consultant collaborated with the Regional Executive Specialist to develop a proposed school schedule for 2011-12 that includes opportunities for a Freshman Seminar, homeroom, credit recovery and time for structured support based on individual student needs.

VI. SCHOOL PROGRESS
SCHOOL OF CAREER AND
TECHNICAL EDUCATION
(CUSTER)

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

Introduction

Custer High School was identified as a Tier I persistently low performing school in the spring of 2009-2010. A needs assessment at that time revealed a pattern of declining overall performance, and the restart model was selected to reform the school. Closure of the school was delayed until the end of the 2010-11 school year because of the short timeline and the lack of agreement about charter status. The new, restarted, school is scheduled to open September, 2011. In addition to the required element of the restart reform model, the school plan created last year includes activities to ensure appropriate academic supports and interventions for current Custer students. On November 19, 2010, the school's name was changed to the Milwaukee School of Career and Technical Education.

After administration of the MAP assessment in the fall of 2010, the mean RIT score was calculated for each school and grade level participating in the assessment. (RIT stands for Rausch Unit and is a scale score based on an equal interval scale.) Value-added RIT targets (The value-added formula takes into account students' previous test score, ethnicity, special education status, ELL status, and F/R lunch) were also established for each school and grade level based on the fall assessment. The table below provides data about the school's performance.

Custer High School Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 10	212.7	Above 212.9	211.6	Above 213.2	215.3
Grade 11	214.6	Above 215.0	212.4	Above 215.3	217.3
Grade 12	215.9	Above 216.9	214.0	Above 217.5	214.6
Schoolwide	214.8	Above 214.0	215.3	Above 215.3	213.9

Two of the grade levels at Custer met the spring value-added targets in mathematics.

Custer High School Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 10	206.8	Above 208.5	206.2	Above 210.3	206.4
Grade 11	206.8	Above 209.1	206.3	Above 210.8	207.3
Grade 12	211.9	Above 213.7	211.2	Above 214.8	210.7
Schoolwide	208.8	Above 210.3	210.9	Above 210.7	210.6

None of the grade levels met the spring value-added targets in reading.

Successes

The vision, proposed contract, and plan for the school was established and presented to the Milwaukee Board of School Directors on May 26, 2011. Efforts to recruit and enroll students were initiated in spring 2011; currently there are 320 students planning to attend.

In September, 2011, the Milwaukee School of Career and Technical Education (MSCTE), a restart of the former Custer High, will open as an instrumentality charter school for grades 9-12 in a facility shared by Barack Obama Elementary (K4-8) School. The new school will serve a diverse population of approximately 400

VI. NARRATIVE (cont'd.)

CUSTER

students and their families on the north side of Milwaukee, as well as provide students throughout the city access to the educational opportunities provided by the school.

To prepare students for the future MSCTE will focus on two career pathways, Manufacturing and Energy Conservation, leading to college and career readiness by amplifying and bridging academic success between middle school, high school and college. Students will learn to link academic skills with technical skills. Similarly, students will be provided with the opportunity to understand and explore ways in which the skills are practiced in the community and the work place.

MSCTE has several unique features that distinguish it from other schools in the area.

- The school is organized into career clusters.
- Students participate in career-oriented, standards based projects, which make learning relevant. Industry experts will help design the projects. Students' career interests and abilities will be matched with the appropriate cluster.
- Course offerings will include rigorous academic courses that work together with engaging career courses.
- Students will have an Individual Learning Plan to foster goal setting that will allow individuals to take ownership of their success.
- Students will pursue advanced educational training in high school and earn dual credit in high school and college that could lead to certification while still in high school.
- The Student Work/Internship Program will allow students to apply academic skills in a professional setting while focusing on their educational future.

The emphasis of MSCTE in conjunction with the industry partners is to create awareness, improve the technical education curriculum, and provide a feeder system into the workplace. Students must take four years of college preparatory courses in English/language arts, mathematics, science, and history/social sciences. In addition, all students must take at least three years of career and technical education courses in manufacturing production or energy conservation pathway related courses. Other non-academic expectations include two semesters of work or internships.

- Students in grades 9-12 will take courses that lead to their chosen career pathway.
- Every student will have an Individual Learning Plan defining objectives and strategies that will help them remain focused on their established goals.

Teacher training is critical to the success of the program. Professional development will promote teachers' skills in creating lessons that actively engage students in the learning process. Strategies that help teachers integrate technology application, exploration, and the use of technology as a tool for learning will be incorporated. Teachers will learn ways to integrate the technical course work into the core curriculum and help students connect classroom learning to skills needed for their lives beyond the classroom. The new principal, to be hired during the summer of 2011 will also be a part of the training.

Pivotal to the success of MSCTE will be community partnerships. Currently the Milwaukee Area Technical Colleges (MATC), Project Lead the Way (PLTW) and Johnson Controls, Inc (JCI) are partnering with the Milwaukee School of Career and Technical Education. Below are specific supports that will be provided.

- **Milwaukee Area Technical Colleges:** Partnering with MATC in adopting the career cluster pathway plan of study is customized with course titles, content and appropriate high school graduation requirements as well as college entrance requirements. The course work from MATC is individualized to meet each students' educational and career goals. Linking the secondary school setting to the college setting is essential if a student is to become a life-long, self-directed learner.

VI. NARRATIVE (cont'd.)

CUSTER

- Project Lead the Way Program:** Project Lead the Way is a nationally acclaimed middle and high school pre-engineering program created to prepare a future workforce for high tech, high wage jobs. The goal of Project Lead the Way is to increase the number, quality and diversity of engineers graduating from our educational system. Project Lead the Way leverages the collective knowledge and efforts of secondary schools, colleges and universities, and industry to give students rigorous, relevant based knowledge to better prepare them for two-or four-year college programs. Through Project Lead the Way, students attending MSCTE will study mechanical and computer controls systems and explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power.
- Johnson Controls, Inc**
 Johnson Controls has taken a strong interest in supporting Science, Technology, Engineering and Math (STEM) education in Milwaukee Public Schools with a focus on technical education in the energy conservation field. In partnering with MSCTE, Johnson Controls will upgrade the heating, ventilating and air condition (HVAC) lab. The HVAC lab will provide training opportunities in mechanical trades like plumbing, sheet metal, and steam fitting which is all a part of the manufacturing career cluster. This training will also prepare students for technical, apprenticeship careers, or a four-year engineering degree program. Johnson Controls employees will volunteer at MSCTE and in this way will provide technical advisors to assist with curriculum, classroom speakers, facility tours, and job shadowing experiences for teachers, internships for students and volunteer work to help prepare the building for opening day of the 2011-2012 school year. Johnson Controls will assist in developing a broader partnership team for MSCTE with its peers in the energy conservation and manufacturing fields by calling on its corporate peers to participate in similar activities.

Teacher Quality is critical to student success, and at MSCTE only teachers who are highly qualified and certified in the subject they teach will teach core academic subjects. Instructors will align instruction to the Common Core State Standards while addressing the unique needs of each student and providing tailored learning solutions. Students will master essential skills and will graduate college and career ready. The career pathways will enhance student achievement in the core academic areas of English/language arts, social studies, math and science.

Additional activities were in place to provide appropriate support to the students in the building and were implemented as designed. The literacy coach and math teacher leader assigned to the school provided professional development and coaching for Custer staff, targeting implementation of the CLP and math instructional strategies. The regional RtI specialist provided professional development on administering the MAP and interpreting the results. Following this overview training, the ClasStat process was introduced and staff members were shown how to use MAP information to design differentiated lessons for students. The *Language!* curriculum was used with students with disabilities and other students who were non-readers. The current principal uses staff meetings for professional development.

PBIS was implemented and a PBIS Team established. Professional development was provided to teachers on a regular basis. PBIS uses three standardized tools to measure implementation progress. All three measures provide evidence of Custer's progress.

The Team Implementation Checklist (TIC) indicates whether the school is implementing PBIS with fidelity. In October, the score was 77 and in February the score was 66. A score of 70 is expected at the end of the first year of implementation.

VI. NARRATIVE (cont'd.)

CUSTER

- The School-wide Evaluation Tool (SET) is a snapshot of PBIS implementation conducted by an outside observer. In October, Custer's score for overall teaching was 70 and overall implementation was 71. At the time of the post test in March, both teaching and implementation had improved with scores of 80 and 78. A score of 80 in each area is expected at the end of the first year of implementation.
- The (Benchmark of Quality (BOQ) is a team assessment given in the spring. Custer's score of 70 is at the expected level of 70 for the end of the first year of implementation.

Non-Academic outcomes for students were strong, which serve as the foundation for academic improvements. Student suspensions from the learning environment were reduced by 39% (89% in 2009-2010 to 50% in 2010-11.) The student attendance rate increased from 62% to 84%. Teacher attendance improved from an average of 15 days absent per teacher to 6.97 days absent.

For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Challenges

Student achievement as measured by the WKCE continued to decline. Reading decreased from 24% proficient or advanced in 2009-10 to 12.3% in 2010-11. Math scores decreased from 15% proficient or advanced in 2009-2010 to 10.5% in 2010-11.

Paramount to challenges that Custer experienced is the school leadership. In keeping with the restart model, the principal, who had been at the school for the past four years, was moved to another school in December of 2011. One of the assistant principals became the assistant principal in charge. Under the new leadership, programs and services have been maintained. The current school leader has been effective at improving teacher morale and establishing a positive climate.

Because of a drop in student enrollment, a number of staff members were excessed. This resulted in a need for retraining some staff and reestablishing existing teams. The PBIS Team has faltered because none of the staff members are planning to be in the school next year. Although teachers have continued to rally around students and work hard to meet student needs, the staff's eagerness to adopt new practices is less enthusiastic because of the fact that they will not be a part of the new school.

Communicating the planning for the next school year to the current staff was initially challenging. As a result, regular updates at staff meetings were instituted. In addition, updates were placed in the weekly staff bulletin. Keeping the principal abreast of what was being planned for the FY12 school year enabled leadership to be responsive to questions and concerns from the community.

VI. SCHOOL PROGRESS
NORTH DIVISION CHARTER
SCHOOL formerly (Milwaukee
African American Immersion)

For each Tier I and Tier II school served, describe the major accomplishments in implementing each required element of the intervention model selected. (See Attachment A for required elements.)

North Division High School

Introduction

Formerly called Milwaukee African American Immersion High School, the school on the North Division campus was identified as a Tier I persistently low performing school in the spring of 2009-2010. A needs assessment completed at that time revealed a pattern of declining performance. As a result, the restart model was implemented. Closure of the school was delayed until the end of the 2010-11 school year, with the reopening of a new school scheduled for August of 2011. In addition to the required elements of the restart reform model, the school plan included activities to ensure appropriate academic supports and interventions for the then MAAI students.

While improvements are apparent in student attendance (increase of 17.5 percentage points) and behavior (suspensions from classroom environments reduced by 36 percentage points), reading and math performance continued to decline. On the WKCE, reading declined from 19% proficient and advanced in 2009-10 to 10.5% in 2010-11. Math declined from 8% proficient or advanced to 5.3% proficient or advanced. On the spring MAP assessment, no grade levels met the value-added RIT targets established. The principal and guidance counselor regularly worked with 11th and 12th grade students to ensure they had all of the credits needed for graduation, and encouraged working students and students with children to continue their schooling via the GED02 program. They also used E2020 to provide a credit recovery option for students. As a result, the percentage of students identified as at high risk for graduation on the SAIL in the overage category declined by 10% and the number of students at high risk due to total quality credits declined by 2%.

After administration of the MAP assessment in the fall of 2010, the mean RIT score was calculated for each school and grade level participating in the assessment. (RIT stands for Rausch Unit and is a scale score based on an equal interval scale.) Value-added RIT targets (The value-added formula takes into account students' previous test score, ethnicity, special education status, ELL status, and F/R lunch) were also established for each school and grade level based on the fall assessment. The table below provides data about the school's performance.

MAAI Mean RIT Scores and Value-Added Targets in Reading 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 10	198.0	Above 199.9	194.4	Above 201.8	198.4
Grade 11	211.5	Above 212.9	205.8	Above 214	207.8
Grade 12	209.7	Above 210.3	205.1	Above 211.3	206.1
Schoolwide	206.7	Above 207.8	202	Above 209.2	204.2

None of the grade levels met the spring value-added targets in reading.

MAAI Mean RIT Scores and Value-Added Targets in Mathematics 2010-2011					
	Fall Mean RIT	Winter Target	Winter Mean RIT	Spring Target	Spring Mean RIT
Grade 10	201.5	Above 201.6	204.9	Above 201.9	202.7
Grade 11	212.8	Above 213.9	206.6	Above 214.6	207
Grade 12	210.8	Above 211.2	209.5	Above 211.9	209.4
Schoolwide	208.6	Above 209	207.4	Above 209.6	206.8

Only grade 10 met the spring value-added targets in mathematics.

VI. NARRATIVE (cont'd.)
**NORTH DIVISION CHARTER
 SCHOOL**

There is no more pressing problem in education today than closing the achievement gap between urban schools and their more advantaged middle class peers in predominantly white suburban schools.³ The North Division community has come together with a vision for a high quality neighborhood school that has the capacity to instill a love of learning in children and adequately prepare them well for the future. For this reason, the new school must continue to address the academic needs of the students enrolled and focus on teaching and motivating a challenging group of learners. Intensive professional development and high quality coaching for the school principal and staff emphasizing reading and math skill development embedded in meaningful learning experiences are essential. Continued attention to helping students attend school regularly and learn social-emotional skills are critical elements that must be an integral part of the new school.

Accomplishments

A vision for a new school on the North Division Campus has been created which incorporates input from the North Alumni Association, the Lindsay Heights Neighborhood Association, the Zilber Foundation, The North Division Advisory Council, the school staff, the Milwaukee School District Board of Directors and the MPS Superintendent. While it has been difficult to make decisions about some aspects of the school, (e.g., the vendor, instrumentality or non-instrumentality charter), the recommendations of these community groups have consistently been used as the basis for planning.

The new school will be a grade 9 – 12 comprehensive, MPS instrumentality charter high school initially serving approximately 400 students and expanding to 800 over a five-year period. Focused on college and career readiness, the school will use project based learning and an interdisciplinary approach to instruction as its overarching concepts. The project based learning format was selected because research documents its effectiveness with diverse learners in urban settings. Business/entrepreneurship, health services and technology will be emphasized in order to prepare students for a variety of career pathways either as workers or small business owners. Advanced placement and dual enrollment in college classes will be offered as well as recovery of credits and academic interventions for students who require additional support. Staff will select critical and essential concepts and skills that students need to learn, connect them to real life issues, and incorporate them into projects. Based on an understanding of student needs, they will also build underlying skills and knowledge via differentiated learning stations. Starting in the junior year, 3-8 week internships with community partners will provide work experiences in the students' areas of interest.

A series of meetings occurred during the 2010-2011 school year with community members (see attachment) regarding school planning, instructional focus, selection of charter operator, vendors and new principal. On May 21, 2011, following a public hearing before the Innovation and School Reform Committee, the charter proposal was presented to the Charter Review Panel to secure a recommendation of approval to the Milwaukee Board of School Directors. An RFP is posted to secure external support for project based learning and other professional development.

All students currently enrolled in the North Division Complex (currently attending either MAAI or Genesis High Schools) will be eligible to attend the new North Division High School in the fall of 2011-12. Students in both high schools have been surveyed to ascertain their specialty preference and course offerings are being designed around the results of the survey. There will be one principal, 16 regular education teachers, and 8 special education teachers. Position vacancy notices include English, mathematics, history, science, visual and digital arts, business education, physical education/health, reading, special education, and Spanish. Interviews were held during the second and final MPS teacher interview cycle. As previously stated, the

³ *Head of the Class: Characteristics of Higher Performing Urban High Schools in Massachusetts*, The Center for Education Research & Policy at Mass INC (CERP),

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school enrollment target will initially be 400 students with planned expansion to 800. As student enrollment increases, additional electives will be added.

The new school has been marketed in the following ways:

- The MPS Office of Communication distributed four mailings to students and families in the North Division area.
- The Department of Family and Student Services distributed flyers describing the new school at district and neighborhood events throughout the summer.
- The following individuals and groups met to extend these recruitment plans: Dr. Susan Lloyd, Executive Director of the Zilber Foundation; Mr. Myron Hood, President of the North Division Alumni Association; Mr. Mac Weddle, Executive Director of Northcott Neighborhood House (community agency serving families in the North Division neighborhood); Ms. Sharon Adams, Executive Director of Walnut Way; representatives from the Lindsay Heights Children's Success Coalition; Dr. Joan Prince, Vice Chancellor of UW-Milwaukee; and Ms. Janie Hatton, consultant, former North Division principal and former national Principal of the Year. They have met with staff from other schools in the North Division neighborhood to recruit students.
- Activities were established to ensure a rigorous review process for selecting the charter management organization or education management organization. They included hiring a restart reform coach that would serve as the district leader working with the community and the school, write RFP's and secure a vendor for the restart. All of the activities to secure a vendor included in the original grant application were completed, but support for the resultant proposals was lacking and all of the stakeholders did not agree on any one of the proposals created over the course of the year. Please see the timeline to secure a vendor and RFP's (Attachment E) for a complete description of the process.

Additional activities were included to ensure improved outcomes for current MAAI students.

- Professional development was provided to staff about how to implement and interpret MAP, the universal screener. The ClasStat process was used with staff to assist them in using the data to differentiate classroom instruction.
- The MAP assessment is administered three times per year. Based on the fall assessment, value-added targets were established for winter and spring using the mean RIT score. The results of the winter assessment indicate that 10th grade students did better than their peers when the effects of poverty are controlled. Students in 11th and 12th grade performed more poorly than their peers when the effects of poverty are controlled.
- The spring MAP assessment indicates that no grades met the value-added target.
- The Comprehensive Literacy Plan was used as the basis for English/Language Arts instruction. The school's Instructional Coach for Literacy (ICL) provided professional development and other support to MAAI staff.
- PBIS uses three standardized tools to measure implementation progress. All three measures provide evidence of MAAI's progress.
 - The TIC (Team Implementation Checklist) indicates whether the school is implementing PBIS with fidelity. In October, the score was 50 and in February the score was 91. A score of 70 is expected at the end of the first year of implementation.
 - The SET (School-wide Evaluation Tool) is a snapshot of PBIS implementation conducted by an outside observer. In October, MAAI's score for overall teaching was 100 and overall implementation was 83. In March, scores of 70 and 86 were achieved respectively. A score of 80 in each area is expected at the end of the first year of implementation.

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- The BOQ (Benchmark of Quality) is a team assessment given in the spring. MAAI's score of 73 is just above the expected level of 70 for the end of the first year of implementation.
 - Overall suspensions at MAAI decreased. In 2009-10, 70% of all suspensions were from the learning environment. In the current year, 36% of all suspensions were from the learning environment.
 - Student attendance has increased 17.5 percentage points during the current school year. In 2009-10 the student attendance rate was 62%. As of 5.11.2011, the attendance rate was 79.5%.
 - The PBIS Team (universal) has been effective and active. They have designed and delivered professional development to staff about PBIS. They have conducted multiple community building activities including a pancake breakfast, staff-student sporting events, a talent show, and a neighborhood cleanup. The external coach describes their action planning as excellent. They collect data, analyze it, and use it to plan behavioral lessons.
 - The guidance counselor and principal regularly reviewed students' progress towards graduation to ensure that students were aware of the requirements for graduation and to encourage them to persist in pursuing a high school diploma. Fifty-six students remain at high risk of not graduating based on total quality credits.
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For each Tier I and Tier II school served, describe the challenges encountered in implementing the interventions and the methods used to address them.

Milwaukee African American Immersion

Challenges

- In 2009, the Milwaukee Board of School Directors commissioned a broad community committee to provide input into the design of a high school for the North Division neighborhood. This committee became known as the North Division Advisory Council (NDAC). After collecting information over the course of a year they presented a report to the Board in January of 2010. The report was titled, The New North Division High School 2020. At that time the chairperson of the NDAC, remarked that the 2020 in the title refers to the community's wish for a sustained program at the North Division site rather than the transitory programmatic changes of the last 10 years. Students, staff, and parents no longer have confidence that a new comprehensive high school will yield high dividends and restoring faith in the school is its biggest challenge. The NDAC 2020 challenge is to ensure that this new MPS comprehensive high school will not only exist, but will be retooled to provide successful educational experiences that will prepare students for citizenship in the 21st century. The challenge is therefore to usher in a new period of excellence that is sustained over a long period of time, bringing back those students who reside in the North Division neighborhood but have selected other schools as their first choice. The student enrollment at North should not be comprised of only students that are assigned to the school. Academic achievement at North is clearly related to the decline in student enrollment. Reaching out to all of the elementary and middle schools in the area to inform them that the new comprehensive high school has a program that can match any other program in the district is critical to address this challenge. Broad community involvement will continue to be encouraged and used to enhance the school's mission and programs.
- The original application proposed using the Learning at a Glance (L@G) walk-through tool and the resulting data to monitor the progress of students at the school. Walkthroughs were conducted, but the L@G tool was not used, making it difficult to gather consistent, useful information about implementation of new practices introduced in professional development. Information about school progress was shared verbally at the Metro team meetings. Fidelity of Implementation checks coupled with some of the L@G constructs will be utilized in the upcoming school year.
- The staff leading implementation of PBIS in 2010-2011 will not be in the building next year (2011-2012) and the school will have to start over with a new leader, new team, new staff and some new students. MAAI has a negative reputation with regard to safety and behavior, so it will be important to have a system in place on the first day of school.
- MAAIS' special education population is approximately 40%, which exceeds the MPS average for high schools of between 15% and 25%. School officials will work with MPS to reduce the percentage to within the district goal range starting in the 2011-12 school year. All students with disabilities will participate in general education programs and activities according to their Individual Education Plan (IEP).

Due to the persistently low performance in reading and mathematics, Milwaukee African American Immersion School was closed by the Milwaukee Board of School Directors at the end of the 2010-2011 school year. The Milwaukee Public School district decided that to stem the tide of declining academic school performance, it was time to start over and build a new culture of learning. The federal Restart Model was selected: bring in a new principal, new teachers, and new staff. Students would remain but under the direction

VI. NARRATIVE (cont'd.)
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of new leadership, a new model, and a different teaching force. The district also selected a vendor to provide additional support. North Division will utilize the services of Mosaica Turnaround Partners (MTP), a Division of Mosaica Education, Inc., an education management provider that supports U.S. schools in eight states and the District of Columbia.

The Milwaukee Public Schools in selecting the Restart Model and approving North Division as a charter school moved to institute flexible arrangements in how students will be taught and how achievement will be elevated and sustained. WKCE results indicated a need to do something different. The absence of evidence to prove the effectiveness of Learning at a Glance walkthroughs suggests another need for an alternative approach to teaching and learning. The need for sustained professional development is great given the fact that the North Division teaching faculty and staff will be new to the building in 2011-2012. Teachers need to learn how to use data to inform teaching decisions and instructional best practices.

The Milwaukee Public School's Division of Human Resources is completing the assignment of the North Division Charter staff. A new principal is in place. Students have been assigned.

Project Based Learning will be emphasized because it represents an effective pedagogy, offering multiple entry points for students with varying learning styles and academic experiences. Importantly, the projects will be teacher-designed and reflective of the school's new specialty. They will culminate with a product or performance and demonstrate knowledge of the curriculum areas, literacy, and Wisconsin standards. Community partners will assist students individually or in groups as they are engaged in the process of project development.

Teacher professional development will be critical and mandatory. Teachers will need to know how to plan project-based lessons, differentiate instruction, develop the curriculum around the most essential concepts to teach, how to collaborate as teaching teams, and how to be a facilitator of learning in an active, data-driven, student-centered, project-based classroom. Business as usual will not be accepted or tolerated. New ways of teaching will be the clarion call.

North will be dedicated to ensuring that all of its students receive a quality education despite their socio-economic levels or disabilities. As discussed above, differentiated, project-based approaches will support learning. Teachers will be trained in multiple intelligences and differentiated, problem-based modalities for high-impact learning. The goal is to provide learning experiences that challenge, excite, and motivate students. Regular data-check points will define student needs and spur differentiation. They will use appropriate, regular, and challenging assessments to determine student needs, and then they will adjust instruction accordingly. Frequent data check points throughout the curriculum is needed so that interventions can be applied long before a problem persists. We want students to graduate on time with 21st Century skills. Interdisciplinary teaching including special education resource personnel will strengthen curriculum delivery and instructional effectiveness. As stated above, small group work is designed to strengthen students' problem-solving and critical-thinking skills and motivating students through real-world applications and hands-on experiences. Projects are designed to build 21st century skills.

At the start of the school year, students will develop a personalized academic goal plan with built-in checkpoints to determine individual progress. Each plan will be based on an analysis of individual strengths and needs, and will consider both academic factors and other factors relevant to the student's situation such as learning style, social/behavioral issues, key interests and more. Developed quarterly by the home base teacher and agreed to by both the student and parent (or guardian), the student's plan will identify specific goals,

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ensuring the student is appropriately challenged while fostering greater parental involvement and commitment to the learning process. Teachers will learn how to develop these student plans as part of North's professional development program. Home and school continuity is important to ensure student success toward attaining credits for graduation. Most importantly, teachers will develop personalized plans for each student based on entry-level diagnoses of academic readiness thereby ensuring success for all students toward graduation.

Personalized Student Achievement Plans: At the core of the proposed Mosaica Turnaround Partners (MTP) school reform model is the creation and implementation of a Personalized Student Achievement Plan (PSAP) for each student. Every student's PSAP is based on an analysis of individual strengths and needs, and considers both academic factors and other factors relevant to the student's situation such as learning style, social/behavior issues, key interests and more. Developed at the beginning of the year and reviewed quarterly by the teacher(s) and administration. The PSAP identifies specific goals, ensuring the student is appropriately challenged while fostering greater parental involvement and commitment to the learning process.

Extensive Professional Development for Teachers & Principals: MTP has a dual approach to professional development. Teachers and administrators are enrolled in intensive professional development (PD). Each teacher begins with an Individual Professional Development Plan outlining his/her strengths and development needs. Coursework covers a range of topics including research-based instructional practices, effective classroom management and positive behavior support, parental and community engagement, and the effective use of data to assess student needs and design appropriate strategies.

Teachers and principals receive on-going mentoring from seasoned professionals to guide their development. These PD programs coupled with mentoring and coaching provided by the onsite MTP team, include the introduction of small learning communities for teachers and school leaders as well as students beginning with the 9th grade. Hands on activities bring together cross-curricular teams on cooperative projects. Collaborative planning – for student and teacher development activities – takes place during PD and is then supported through onsite mentoring.

Extensive use of technology: Both integrated throughout the curriculum and used to facilitate learning and monitor individual progress, the goals here are to: a) ensure that students are versed in using technology for communications, research, presentation, calculations and more – and b) develop and implement a clear vision for school-wide, data-driven culture, leading to the effective use of data to drive school improvement.

Strong emphasis on reading, literacy and numeracy fundamentals, with rigorous emphasis on core subjects every day. Data-driven instructional groups are used daily to differentiate learning through small group “workshop” opportunities.

Positive Behavior Support model that recognizes and rewards students for “doing the right thing.” North Division will create a positive environment for learning through clear behavior standards, a motivating technology-based incentive program, a Code of Conduct, and problem-solving strategies for maximizing acceptable conduct and building a climate of respect.

**VII. SCHOOL PLAN
BAY VIEW**

For additional schools, copy and paste the school plan for each Tier I and Tier II school receiving SIG funds.

For each eligible Tier I or Tier II school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Attachment A and identify the requirement in the column titled "Model Requirement Number."

School Name Bay View Middle/High School			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in reading will be 39% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE reading 36.2% proficient or advanced		November 2010 WKCE reading 37.8% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 46.3% based on the November 2012 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 56.3% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in reading will be 66.3% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be 76.3% based on the November 2015 WKCE or the then current state assessment.

*More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 23% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE math 20.8% proficient or advanced		November 2010 WKCE math 31.1% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 39.9% based on the November 2011 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 49.9% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 59.9% based on the November 2014 WKCE or the then current state mathematics assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be 69.9% based on the November 2015 WKCE or the then current state mathematics assessment.

*More rigorous WKCE Math Goals have been established based on the achievement target of the state average performance in math by 2014-15.

VII. SCHOOL PLAN (cont'd.) BAY VIEW					
School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all Bay View students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 91.9%	Winter Reading Participation: 85%	Spring Reading Participation: 82%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 64% proficient/advanced	Winter Reading: 54% proficient/advanced	Spring Reading: proficiency information is not yet available; see school narrative for mean RIT
2011-12	95% of all Bay View students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	100% of all Bay View students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 91%	Winter Math Participation: 83%	Spring Math Participation: 81%

VII. SCHOOL PLAN (cont'd.) BAY VIEW					
School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 42% proficient/advanced	Winter Math: 37% proficient/advanced	Spring Math: proficiency information is not yet available; see school narrative for mean RIT data
2011-12	95% of all Bay View students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA Target: Fall 9 th grade mean RIT: Fall 10 th grade VA Target: Fall 10 th grade mean RIT: Fall 11 th grade VA Target: Fall 11 th grade mean RIT: Fall 12 th grade VA Target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA Target: Winter 9 th grade mean RIT: Winter 10 th grade VA Target: Winter 10 th grade mean RIT: Winter 11 th grade VA Target: Winter 11 th grade mean RIT: Winter 12 th grade VA Target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA Target: Spring 10 th grade mean RIT: Spring 11 th grade VA Target: Spring 11 th grade mean RIT: Spring 12 th grade VA Target: Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 77% to 87% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate 77.6%	From September to February 2010-11 attendance rates ranged from 83% to 88%	As of 6/15/2011, attendance rate for Bay View is 80.8%
2011-12	Student attendance will increase from 81% and be maintained at 90% or above, the MPS high school attendance target.	MPS attendance data			

VII. SCHOOL PLAN (cont'd.)

BAY VIEW

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	Student suspensions from the learning environment at Bay View will decrease from 82% to 72% of all suspensions by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 82% of all suspensions at Bay View were from the learning environment	From September to February 2010-11, suspensions from the learning environment ranged from 27% to 78%	As of 6/15/2011, 73.6% of all suspensions were from the learning environment.
2011-12	Student suspensions from the learning environment at Bay View will decrease an additional 10% by the completion of the 2011-12 school year.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk Quarter 1 (September, 2010) Over Age—45% Total Quality Credits-33%		% Current Students at High Risk Quarter 4 (May, 2011) Over Age—39% Total Quality Credits-31%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 345 students to 243 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 345 students were identified as at high risk for graduation based on total quality credits.		

School Name **Bay View Middle/High School**Reform Model **Transformation Model**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>External Partner Renew the contract for professional services with Cambium Learning Inc. & National Academic Educational Partners, Inc. (referred to as “External Partner”) by submitting the renewal recommendation to the Superintendent. Based on the data points from the 2010-2011 school year, Cambium Learning Inc. & National Academic Educational Partners has demonstrated to have experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Schedule a meeting with renewed External Partner to discuss successes and challenges from the previous school year and expectations for the future. Create an environment that is attractive to retain Cambium Learning Inc. and National Academic Educational Partners, Inc. as a high-quality educational External Partner. 	4, 12	July/August 2011	Metro Regional Executive Specialist, Director of District and School Improvement		
<p>External Partner The External Partner will continue to provide a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for Bay View Middle/High School during the renewed term of the contract.</p> <p>The duties of the Chief Transformation Officer as appointed by the External Partner will include:</p> <ul style="list-style-type: none"> Intensify the on-the-ground support for the Bay View Middle/High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. Intensify the project management guidance and support for the principal to effectively implement the School Improvement Grant Transformational Plan. This will be the responsibility of the Chief Transformation Officer. Continue to co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. This year’s agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. 	4,12	Leadership Team meetings are taking place. The external provider continued meeting with the administrative team throughout the summer to plan for the 2011-2012 academic year. Meetings will continue to take place on a weekly basis throughout the school year.	Regional Executive, Specialist, Principal, Assistant Principals, Regional Director of School Support, External Partner	NA	

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Continue to meet with the Metro Region Regional Executive Specialist on a monthly basis to provide status updates on the progress of the Bay View Middle/High School toward meeting the goals of the 2011-2012 School Improvement Grant. <p>In response to the limited walkthroughs which took place during the 2010-2011 school years, the External Partner will provide continued support to the school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning.</p>		<p>Monthly beginning September 30, 2011.</p> <p>Monthly beginning October 3, 2011.</p>			
<p>Leadership Based on the retirement of the 2010-2011 principal of Bay View High School, it is necessary to hire a 6-12 principal who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school.</p> <ul style="list-style-type: none"> Post the vacant principal position. Screen candidate applications to select only those candidates who possess and demonstrate the leadership skills necessary to serve as a catalyst of change. Interview applicants who meet the screening criteria and select a minimum of three finalists to submit to the Superintendent for consideration. Select a candidate who will serve as the principal for Bay View Middle/High School for the 2011-2012 school year and submit his or her name to the Board for approval by August 30, 2011. This will be the responsibility of the Superintendent. Work with the newly appointed principal to review the qualifications of the current administrative staff, determine their effectiveness and make necessary changes to ensure the successful implementation of the School Improvement Grant Transformational Plan. 	1	<p>Principal will be hired no later than August 30, 2011.</p> <p>May 11, 2011</p> <p>June 4 and June 10, 2011</p>	Superintendent, Regional Executive Specialist, Board	NA	
<p>Leadership Reconvene and strengthen the role of the Educational Transformation Committee (ETC) at Bay View Middle/High School which was established during the 2010-2011 school year to involve a representation of all stakeholders in the decision-making process. This group will continue to serve as an advisory committee to the principal throughout the change process in the implementation of the School Improvement Grant Transformational Plan. To accomplish this Work Plan, the parties responsible will collaborate to:</p>	12	Completed no later	Principal, Regional Executive Specialist, Regional Coordinator of C & I, Director of School Support, .2 SIG Facilitator, .5 School Improvement Monitor, External Partner		

School Name **Bay View Middle/High School**Reform Model **Transformation Model**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Work with the External Partner to revisit the composition of the ETC and establish the protocol for selecting new members for the committee. The recommended composition includes but is not be limited to: The Regional Executive Specialist, External Partner representatives, Parent Representative, Content Area Department Chairpersons including the electives, Student Representatives (6-12), MTEA Representative, Principal, Assistant Principal, Social Worker, Business and Community Representative, Guidance Counselors and Athletic Director. The School Improvement Facilitator and the School Improvement Monitor must be a part of the ETC/Learning Team. Continue to follow the established schedule of ETC meetings bi-weekly during the months of September, October, November, December and January and once a month during the months of August, February, March, April, May and June. Work with the External Partner to continue to develop ETC meeting agendas. Sign-in sheets, agendas, and minutes will be kept for the record and submitted to the .2 School Improvement facilitator. <p>As a result of limited communication of ETC meeting outcomes with staff during the 2010-2011 year, an established procedure will be developed to enhance the communication. A summary of meeting outcomes will be provided on behalf of the ETC as a comprehensive bi-weekly/weekly report to faculty and staff.</p>		<p>than September 30, 2011.</p> <p>Bi weekly beginning September 6, 2011.</p>			
<p>Leadership The principal will receive intensive professional development for turnaround leaders and mentoring through participation in a professional learning community.</p>	1, 4, 2	Monthly-September 2011 leadership begins with coaching and support through June 2012. The second phase of training to begin June 2012.	Regional Coordinator of Curriculum & Instruction, Principal, School Improvement Monitor, Director, District and School Improvement	\$5,000 Travel Turnaround External Partner (listed in District Section)	
<p>Leadership Create an action plan for implementation that clearly identifies non-negotiables for fidelity of implementation and ensure staff has a clear understanding of expectations and priorities. Action plan will be shared by the principal at the first staff meeting.</p>	2,12	September 16, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Principal, Asst. Principals & External Partner	NA	

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<u>Operational Flexibility</u> Implement the regional schedule for Metro schools to allow for double dosing.	2, 9	Beginning September 1, 2011.	Regional Executive Specialist, Principal, Assistant Principals	NA	
<u>Operational Flexibility</u> Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, Lesson Study Groups, and Professional Learning Communities. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> Implement a seven period schedule comprised of 48-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. Provide department chairpersons with a professional development period to support the growth of the instructional staff within their department. Department chairpersons will work with Content Area Directors assigned by the External Partner to ensure the efficacy of curriculum and instruction. The regional schedule for Metro schools will allow for double dosing. Continue to provide double dosing of Mathematics and English on an as needed basis based on WKCE and/or MAP data. Double dosing will be offered to non-proficient 6th, 9th & 10th grade students. 	2, 7, 9	September 1, 2011 Weekly beginning September 12, 2011. Weekly beginning September 12, 2011. Beginning September 1, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, Principal, Department Chairpersons & External Partner	NA	
<u>Operational Flexibility</u> The Memorandum of Understanding with the teacher's union allows flexibility for staffing. Allow teachers who believe they are not compatible with the transformation efforts the opportunity to excess themselves from the assigned school within the first two weeks of school, no later than third Friday.	2	Beginning September 1, 2011.	Regional Executive Specialist, Principal, Teachers, Human Resources	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Teacher Effectiveness</u> Ensure that teachers are aware of the newly developed evaluation process for the 2011-2012 school years that will effectively provide ongoing feedback needed for instructors to grow professionally into providers of a world-class education for all students at Bay View Middle/High School. This system is in the pilot phase and will not be implemented at Bay View/Middle High School in 2011-2012. Staff will receive additional details regarding the agreed upon criteria for evaluations in spring 2012.</p> <p>To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Develop teachers' capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. Develop teachers' ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space. Require routine reflection by teachers related to their professional responsibilities as a part of their ongoing development. Indicators based upon The Framework for Teaching by Charlotte Danielson: Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing professionalism. Strengthen the teaching and learning in each classroom by delivering effective instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in learning, Using Assessment in Instruction, Demonstrating Flexibility and 	3,4,13	<p>Notification at the first staff meeting of the year in September 2011.</p> <p>Ongoing throughout the school year based on teacher need. September 2011-June 2012</p>	Regional Executive Specialist, Principal, Regional Coordinator of C & I, Principal, Assistant Principals	NA	

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<p>Responsiveness.</p> <ul style="list-style-type: none"> The principal will submit an annual teacher observation schedule to the Regional Executive Specialist. The observation schedule will include names of teachers who are scheduled to be observed, content and date. Completed instructional observations will be shared with the principal as well as the Regional Coordinator of C & I. Provide meaningful positive feedback for teachers who are contributing to the school's efforts at improving student achievement following observations. <p>Enable teachers who are not a good match for the intervention model selected for Bay View Middle/High School to avail themselves of their contractual right to leave the school.</p>		<p>Submitted by September 30, 2011</p> <p>Ongoing throughout the school year September 2011 - June 2012.</p>			
<p><u>Teacher Effectiveness</u></p> <p>Instructional Coach Literacy and Instructional Coach Mathematics will work to ensure that professional development provided by the External Partner and school will be aligned with district programs initiatives, for example, the Comprehensive Literacy Plan and RtI Exceed.</p>	4	<p>By September 9, 2011, the assigned Instructional Coach Literacy and Instructional Coach Mathematics will meet with External Partner. Continuous meetings will occur on a monthly basis throughout the school year.</p>	Principal, Regional Coordinator of C & I, External Partner	<p>.5 FTE Instructional Coach Literacy \$55,600 includes benefits</p> <p>.5 FTE Instructional Coach Mathematics \$55,600 includes benefits</p>	
<p><u>Teacher Effectiveness</u></p> <p>Increase the expectation of teachers utilizing a standards-based instructional model of teaching, learning and assessment. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Link and align all teaching learning and assessment components and resources using research-based best practices so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. Facilitate curriculum design and development, lesson planning, teaching and learning, standards mastering, testing, and grading that help improve the effectiveness of instructional delivery in the classroom. 	4,7,8	<p>Beginning September 1, 2011 based on teacher need</p>	Principal, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, External Partner	<p>\$127,425 part time certificated for after school PD (includes benefits)</p>	

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<ul style="list-style-type: none"> Provide teachers with instructional resources such as but not limited to scope & sequence, sample lesson plans, sample activities, online instructional resources, audio and video clips. These resources would be used to enrich and enhance the delivery of instruction and the learners' experiences and acquisition of the state standards required by the coursework. Help students, parents, teacher and administrators focus on the knowledge and skills required for promotion, course completion, and success on standardized tests. <p>Provide professional development for teachers on the integration of Common Core Standards, Wisconsin Standards, and the MPS Comprehensive Literacy and Mathematics Plan into daily instruction.</p>					
<u>Teacher Incentives</u> Continue to reward staff who increase student achievement and graduation rates by providing leadership positions and providing instructional resources. In addition, incentives will be provided for teachers with perfect attendance rates through individualized/preferred parking spots, announcements, recognitions and traveling trophies.	3, 5	At the end of each semester, January and June 2012.	Principal, Assistant Principals, External Partner	\$14,000	
<u>Standards Based Curriculum & Assessment</u> Provide teachers the access to a platform that facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to: <ul style="list-style-type: none"> Implement a platform that will integrate the College Readiness Standards, Common Core Standards, and State Test standards. <ul style="list-style-type: none"> Provide professional development to administrators and staff on how to effectively utilize the platform to drive instructional decisions with the goal of increasing student achievement. Using the adopted platform, data-dashboard, aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, and program in order to 	4, 7, 8	Monthly: August 2011- June 2012 Platform will be selected by August 30, 2011 To be completed by October 27, 2011 To be completed by November 30, 2011	Regional Coordinator of C & I, District Identified for Improvement Supervisor, SIG Facilitator, Principal, Asst. Principals, School Improvement Monitor, External Partner	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>adjust and differentiate instruction to eliminate any student achievement gaps identified by the data.</p> <ul style="list-style-type: none"> ○ Using rotating teachers, collaborative planning periods will be used to facilitate teachers working together to create common and consistent assessments utilizing the item banks from the adopted K12 platform across core content areas. ○ Provide all stakeholders, including parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. <ul style="list-style-type: none"> • Continue to implement the MAP assessment process with fidelity. <ul style="list-style-type: none"> ○ Administer the MAP assessment three times during the 2011-2012 school years. ○ Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. ○ Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. • Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children's education. 		<p>Beginning September 26, 2011.</p> <p>Beginning second semester Spring 2012.</p> <p>September 2011, December 2011, April 2012</p> <p>Ongoing beginning after the first MAP assessment window.</p>			

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<u>Standards Based Curriculum & Assessment</u> Continue the Reading 10 course targeting students in need based on WKCE and benchmark assessment scores.	7	Beginning September 1, 2011.	Principal, Regional Coordinator of C & I, Instructional Coach Reading, External Partner	External Partner Contract \$580,000	
<u>Standards Based Curriculum & Assessment</u> An instructional coach literacy (ICL) and instructional coach math (ICM) will work to ensure that professional development provided by the External Partner and school is aligned with district efforts.	7	By September 9, 2011, the assigned Instructional Coach Literacy and Instructional Coach Mathematics will meet with the External Partner. Continuous meetings will occur on a monthly basis throughout the school year.	Principal, Regional Coordinator of C&I, Director, District and School Improvement, External Partner	NA	
<u>Standards Based Curriculum & Assessment</u> A reading intervention teacher and a mathematics intervention teacher will provide intervention to struggling students using approved Tier 2 interventions (LANGUAGE!, Reading Plus, and Mathematics). <ul style="list-style-type: none"> Spring 2011 MAP and 2010 WKCE data will be used to identify students in grades 6th 8th and 10th who fall below district and state determined proficiency levels, who will receive Tier 2 Interventions (exclusive of students receiving Tier 3 Interventions). Rtl EXCEED will be used to gather the progress monitoring data. Intervention teachers will enter progress monitoring data, at least bi-weekly. The data will be used to determine if a student should continue or be dismissed from the intervention group. Data that is provided by the External Partner includes: <ul style="list-style-type: none"> a snapshot of whether the student is on target to-date and are making sufficient progress total scores growth reports 	7	School staff will provide interventions at least three times per week beginning September 24 th . Intervention teachers will be assigned by September 1. Intervention students will be identified by the start of the school year.	Principal, Reading Intervention Teachers, Instructional Coach Literacy, External Partner	1 FTE Reading Intervention Teacher \$101,091 (includes benefits) 1 FTE Mathematics Intervention Teacher \$101,091 (includes benefits)	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<u>Standards Based Curriculum & Assessment</u> Provide continued guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12. <ul style="list-style-type: none"> Conduct a high-level analysis of passing rates from 2010-2011 on Advanced Placement exams and credit acquisition for current high level courses offered at the school. Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those who would benefit from enrichment coursework with additional support. Align the data, course offerings, teacher selection, and student placement to serve as link between the components necessary for students to succeed in honors-level and advanced placement courses. Work with District Content-Area Supervisors and teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. Provide research-based professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. Work with the district and local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college credits during their high school tenure. Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subjects in the high school. Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses, and to provide additional support to the students that are 	7,8	At the end of each marking period. August 2011 August 2011 September 2011 September 2011 September 2011 October 2011 October 2011 September 2011	Regional Coordinator of C & I, District Identified for Improvement Supervisor, SIG Facilitator, Principal, Asst. Principals, School Improvement Monitor, External Partner	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
on the cusp of these criteria to advance their student profile so that they too are eligible for dual-enrollment courses.					
<u>Standards Based Curriculum & Assessment</u> Provide the guidance and support needed for the leadership and instructional staff to increase the appropriate support for and placement of Students with Disabilities and English Language Learners to afford them the opportunity to access education in the general class. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> • Continue to provide content experts in the area of instruction of Students with Disabilities and English Language Learners to support the school leaders and instructional staff in providing an academic program that is conducive to student success. • Support the school IEP in an in-depth analysis of the Individual Educational Plans of students with Disabilities to ensure their student academic program is aligned to efforts with least restrictive environment. • Provide continued, on-going professional development for school leaders and teachers on effective strategies to successfully implement an inclusion model for Students with Disabilities in the areas of Language Arts and Mathematics. • Provide a school-wide action plan for Students with Disabilities to access the support they need emotionally, behaviorally, and academically to successfully complete their academic coursework in the least restrictive environment. • Provide access to an intensive reading course for Students with Disabilities using the Language 3 intervention curriculum. 	7,8	Beginning September 1, 2011. Beginning October 24, 2011. Completed by September 30, 2011. Beginning September 1, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of Specialized Services, Principals, Asst. Principals, Guidance Counselors, External Partner, Special Education Supervisor	NA	
<u>Professional Development</u> Provide rotating teachers to support professional development and collaborative planning periods and rotating teachers (see attachment for schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas.	4	Beginning September 26, 2011	District Identified for Improvement Director and Supervisor	Listed in LEA/district section	

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<u>Professional Development</u> Mandatory professional development will be provided before the school year starts, after school and on Saturdays in data-driven decision making, lesson planning, literacy, mathematics and efficacy. Additional after school and Saturday dates will be included in the professional development calendar.	4	Prior to the beginning of the school year professional development will take place on August 24 th & August 25 th , 2011.	Principal, Regional Coordinator of C&I, External Partner, Teachers	NA	
<u>Professional Development</u> Differentiate professional development for teachers at different phases of implementation.	8	Beginning October 17, 2011.	Principal, Asst. Principals, Instructional Coach Literacy, Instructional Coach Mathematics & External Partner	NA	
<u>Professional Development</u> Professional development opportunities will be provided for teachers to meet the needs of students. The school's professional development calendar will be refined throughout the school year based upon identified needs, district mandates, and individual teacher requests. Professional development topics will include, but are not limited to, differentiated instruction, formative assessments, and data driven decision making.	4	Weekly during collaborative planning time beginning September 6, 2011.	Principal, Regional Coordinator of Curriculum & Instruction, School Improvement Monitor, Instructional Coach Math, Instructional Coach Literacy & External Partner	NA	
<u>Professional Development</u> Develop/extend professional development for special and regular education teachers to support inclusion of students with special education needs in a least restrictive environment.	4	Twice a semester beginning October 10, 2011.	Principal, Director of Specialized Services, Special Education Supervisor, School Improvement Monitor, External Partner	NA	
<u>Professional Development</u> Continue to provide and intensify professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of Bay View Middle/High School students to improve their academic performance. To accomplish this Work Plan, the External Partner will continue to strengthen the collaborative relationships with the district to: <ul style="list-style-type: none"> Retain the Cambium/NAEP Literacy Director, Mathematics Director, Science Director and a Special Education Director to provide weekly on-the-ground support for the instructional staff at Bay View Middle/High School. Increase the rigor of support in building the capacity of the district Reading and Mathematics 	4	Weekly during collaborative planning time beginning September 6, 2011.	Principal, Assistant Principals, Instructional Coach Literacy, Instructional Coach Mathematics, External Partner	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>coaches assigned to Bay View Middle/High School to ensure a consistent and uniform delivery of professional development.</p> <ul style="list-style-type: none"> Maximize the usage of the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at Bay View Middle/High School. Maintain the implementation of the “Model Classroom Concept” at Bay View Middle/High School. The “Model Classroom” is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional staff to observe. Job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff will continue to be provided to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> Common Core Standards: Crosswalk and Implementation Literacy Strategies for Career and Technical Education Career and College Readiness Bridging the Gap for Urban Students Differentiated instruction for all teachers. Response-to-Intervention framework and the ClasStat process. The MPS Comprehensive Math, Science and Literacy Plans. The effective use of data to make adjustments to instruction and informed school improvement decisions. Development and use of effective lesson plans. 					

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<u>Professional Development</u> Provide professional development on the use of data to differentiate instruction	4,8	Beginning October 17, 2011.	Principal, Assistant Principals, External Partner & Instructional Coach Literacy, Instructional Coach Math, RtI Specialist, School Improvement Monitor		
<u>Data-Driven Decision Making</u> Learning team and reform members use SAIL data for informed decision making about reform implementation.	8	Beginning September 19, 2011.	Principal, Assistant Principals, School Improvement Monitor, Instructional Coach Literacy, Instructional Coach Math, Learning Team, External Partner	NA	
<u>Data-Driven Decision Making</u> Teachers will study various student assessment work and results together to create plans to improve and differentiate instruction and to provide further professional development in areas of identified need. Assessments will include CABS, Writing on Demand, MAP, unit quizzes and tests, final exams and Language! Assessments. Teachers will score formative assessments, analyze data, research, plan and implement resources aligned to the instructional needs of students.	7,8	At weekly collaborative planning meetings beginning September 19, 2011.	Principal, Assistant Principals, Teachers, Instructional Coach Literacy, Instructional Coach Math, External Partner	NA	
<u>Data-Driven Decision Making</u> Mandatory professional development opportunities regarding data-driven decision making, literacy and mathematics will be offered after school, before the start of school and on Saturdays.	4	Prior to the beginning of the school year professional development will take place on August 24 th & August 25 th . Additional sessions will be added to the calendar as deemed appropriate by the principal and the External Partner. Additional dates will be placed on the instructional calendar as deemed appropriate by the principal and the External Partner.	Principal, Regional Coordinator of C & I, Teachers, External Partner	NA	

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<u>Climate</u> Implement the PBIS Tier I and II framework including check-in and check-out for identified students to provide evidence-based behavioral interventions as an integrated continuum that enhances academic and social behavior outcomes for all students.	7, 4	Beginning September 1, 2011.	Principal, Asst. Principals, Regional Director of School Support, PBIS Coach, External Partner	NA	
<u>Climate</u> Identify the habitual truants from the 2010-2011 school year. Next, establish a learning community to support those students.	11	October 2011-May 2012, every mark period	Social Worker, Guidance Counselor, Learning Community Committee	NA	
<u>Climate</u> Develop an internal truancy plan and strategy to eliminate internal hourly truants, including a determined plan which involves safety, VFZ, teachers and staff members. Publish the staffing schedule for all, as an accountability measure.	11	Completed by October 30, 2011.	Principal, Assistant Principals, VFZ, Teachers	NA	
<u>Climate</u> Students will develop an attendance program to include perfect, a 95% or better, and most improved by 10% or above attendance rates which may include assemblies, announcements, and nominal rewards. Invite parents to recognition programs.		2011-2012, every mark period	Principal, Student Committee, Guidance, Attendance Secretary	NA	
<u>Progress Monitoring</u> Continue providing reading intervention programs and provide regular monitoring of the implementation of the reading intervention programs.	7	Beginning September 1, 2011.	Principal, Reading Intervention Teacher, Instructional Coach Literacy, School Improvement Monitor External Partner	NA	
<u>Progress Monitoring</u> Continue to provide math intervention programs and provide regular monitoring of the implementation of the math intervention programs.	7	Beginning September 1, 2011.	Principal, Math Intervention Teacher, Instructional Coach Math, School Improvement Monitor, External Partner	NA	

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Progress Monitoring A School Improvement Monitor will be assigned to intensively monitor implementation of fidelity checks in academics and with the universal screener in literacy and mathematics. In addition, Literacy and Mathematics classrooms at levels Tier I and Tier II will be monitored on a bi-weekly rotating schedule linked to the instructional observation calendar created by the principal. The reform coach will work in tandem with the assigned Regional Coordinator of C & I to conduct instructional observations collaborate with the principal to provide feedback to the teacher. The principal will be able to use the feedback as a component of the teacher's evaluation. Teachers who are challenged in specific areas will be offered professional development. In collaboration with the principal, the teacher will be asked to develop a professional development plan designed to address areas of concern. The principal will monitor and provide ongoing documentation of student growth.	12	The School Improvement Monitor will be hired not later than August 30, 2011.	Principal, Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, .2 SIG Facilitator, School Improvement Monitor, External Partner	\$74,926 School Improvement Monitor	
Progress Monitoring Monitor the implementation of the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at Bay View Middle/High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to: <ul style="list-style-type: none"> • Monitor student progress at regular intervals to make informed instructional decisions based on the analysis of the data. • Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. • Collaborate and receive direction from the ETC to drive the decision-making process of the Plan, Do, Study, Act model. 	4, 8, 12	Bi-weekly beginning October 3, 2011.	Principal, Asst. Principals, Regional Coordinator of C & I, School Improvement Monitor	NA	
Progress Monitoring Provide regular monitoring of implementation of reading intervention curricula. The School Improvement Monitor will submit bi-weekly reports to the DIFI Supervisor including information around fidelity of implementation, progress monitoring, student rosters and student attendance.	7	Bi-weekly beginning September 12, 2011.	Principal, District Identified for Improvement Supervisor, School Improvement Monitor, Instructional Coach Literacy, Reading Intervention Teacher & External Partner	NA	

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<u>Progress Monitoring</u> The SIG Facilitator will be appointed from school staff through collaborative agreement between Principal, District School Improvement personnel, and the Lead Turnaround Partner. The SIG facilitator's duties will include but are not limited to one day a week to coordinate the monthly monitoring meetings, monitor outcome and implementation data and collaborate with the district DIFI supervisor assigned to manage the School Improvement Grant.	12	SIG Facilitator will be identified by September 30, 2011.	Principal, Regional Coordinator of Curriculum & Instruction, School Improvement Monitor, SIG Facilitator, District Identified for Improvement Supervisor, External Partner	\$20,218 .2 FTE (includes benefits)	
<u>Progress Monitoring</u> Monthly monitoring meetings will be held to review student outcomes and SIG implementation.	12	Monthly Professional Learning Community Meetings beginning September 2011.	Regional Executive Specialist, Regional Coordinator of Curriculum & Instruction, Regional Director of Specialized Services, Principal, District and School Improvement, External Partner	NA	
<u>Student Engagement</u> Guidance counselors and teachers will provide students with individual data chats at least twice per year. Topics for data chats may include MAP scores, WKCE scores, attendance, and classroom performance. Teachers will maintain documentation of these data chats.	8	At the end of the 2 nd and 4 th mark period.	Principal, Assistant. Principals, Teachers, Guidance Counselors, School Improvement Monitor, External Partner	NA	
<u>Student Engagement</u> Provide freshman seminar to help with transition to high school and goal setting to occur during advisory period.	11	Beginning September 12, 2011.	Principal, Asst. Principals, External Partner	NA	
<u>Student Engagement</u> Guidance counselors will meet with each student in a combination of whole class and individual formats a minimum of two times per year. Counselors will follow the ASCA National Model providing for the academic, career and personal/social development of students. This will be accomplished through positive personal interactions, academic and career planning and data chats with students about topics that are not limited to academic progress and performance, credit reviews, assessment data, credit recovery, high school graduation requirements, college admission requirements, career opportunities, decision making, goal setting, etc. Counselors will maintain documentation of	8	Beginning September 12, 2011.	Principal, Asst. Principals, Guidance Counselors, District Identified for Improvement Supervisor, External Partner	NA	

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support services provided via a strategic guidance plan, guidance activity calendar, guidance lesson plans and documentation of counselor notes in ESIS. Documentation will be submitted to the DIFI Supervisor assigned to the Metro Region on a quarterly basis.					
<u>Student Engagement</u> Guidance counselors will provide academic counseling and support services for special education students. Counselors will maintain documentation of support services provided. Documentation will be submitted to the DIFI Supervisor assigned to the Metro Region on a quarterly basis.	8	Beginning September 12, 2011.	Principal, Asst. Principals, Guidance Counselors, District Identified for Improvement Supervisor, External Partner	NA	
Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site based graduation plan, a comprehensive attendance component, credit recovery, advisory, a focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to: <ul style="list-style-type: none"> Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and levels Tier I and Tier II, Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> Increase the average grade point average earned by freshmen students (Academics) Decrease the number of absences (Attendance) Decrease the number of out-of-school suspensions by freshmen students (Attitude) Increase the promotion rate of freshmen Increase the number of freshmen students participating in high school-sponsored extracurricular activities (Activity) 	7	Beginning September 1, 2011	Principal, Asst. Principals, PBIS Coach, Guidance Counselor, Regional Director of School Support & Vendor	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<u>Parental Involvement & Community Support</u> Continue Parent Action Team meeting within the school governance council.	11	Beginning October 17, 2011	Principal, Asst. Principals, Social Worker & External Partner	NA	
<u>Parental Involvement & Community Support</u> Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at Bay View Middle/High School with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child's education. Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child's education. Engage local community organizations and businesses in ownership of the school's progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school's children on behalf of the community. Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children's education. Conduct conferences and work collaboratively with the parents of 6th, 7th & 8th grade students to ensure that they are meeting the requirements that 	11	Once a semester	Principal, Asst. Principals, Guidance Counselors, Parent Liaison, Social Worker, External Partner	NA	

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>are necessary for eight grade completion. Parents will also receive information regarding high school course requirements to pursue postsecondary education.</p> <ul style="list-style-type: none"> Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child's high-level education. Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 					
<p><u>Extended Learning Opportunities</u> Provide a Summer Program for 10th Grade Repeaters.</p>	9	Summer 2012	Regional Executive Specialist, Principal, Asst. Principals, Teachers	Listed in District Section	
<p><u>Extended Learning Opportunities</u> During the 2010-2011 school year, Bay View implemented a 30-minute advisory period once a week. This year the middle school will be added and the concept will be taken to a new level. It will provide a 30-minute Response to Intervention block, as part of the extended learning opportunity, for all students in grades 6-12. The advisory period will be used primarily for reading and mathematics interventions but will be differentiated based on the students' needs. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Include a 30-minute block in the master schedule of the school. Use the MAP data from the May 2011 administration 6th and 8th grade WKCE data for rising 10th graders to determine who needs 	7,8,9		Principal, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, Teachers & External Partner	NA	

School Name **Bay View Middle/High School**Reform Model **Transformation Model**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>reading or mathematics support during this RtI block. Group the students accordingly with the strongest reading or mathematics teacher during the 30-minute block.</p> <ul style="list-style-type: none"> Provide credit recovery options for students prioritizing overage and under-credited students at grades 11 and 12 and students who are in danger of being retained. The students will recover their credit using E2020 which is an online credit recovery program designed around national and Wisconsin content standards as well as MPS courses for students in grades 9-12. Provide students at grade 12 with the advisement they need to be admitted into competitive colleges nationally and locally. Collaborate with the school's athletic directors to create academic work plans that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	<p>July 2011</p> <p>August 2011</p> <p>September 2011-June 2012</p> <p>Monthly: September 2011-June 2012</p> <p>Prior to the beginning of each sport season</p>				
<p>Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. Assist the school with community and parent outreach efforts as well as the planning and setup 	8,9,12	August 2012	Principal, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, School Improvement Monitor, SIG Facilitator	NA	

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>of logistics necessary to implement successful Extended Learning Opportunity programming.</p> <ul style="list-style-type: none"> Support schools with the Extended Learning staff selection process through conducting interviews, providing guidelines, and coaching and mentoring new personnel. Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities. 		<p>Beginning November 2011.</p> <p>September 2011</p> <p>October 2011</p>			
<p>Expand the opportunities available that provide students in grades 9 through 12 educational web-based resources and programs that differentiates instruction in reading, mathematics, and science during the school day and beyond the school day. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <p>Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming.</p> <p>Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming.</p>	4, 9	Beginning September 26, 2011.	Principal, Asst. Principals, Regional Coordinator of C & I, Teachers & External Partner	NA	
<p>Fritsche/Bay View Merge In order to ensure that a seamless and successful merge occurs between Bay View High School and Fritsche Middle School, the following activities occurred during the 2010-2011 academic year:</p> <p>-Fritsche Middle School was assessed along with Bay View High School with the Instructional Review was conducted fall 2010.</p> <p>-Fritsche Middle School teachers were invited to take part in all professional learning opportunities facilitated by Cambium/NAEP during the 2010 - 2011 year.</p> <p>-Fritsche Middle School teachers actively participated and had equal voice on the Reform Committee established at the school. This committee was co-facilitated by Cambium/NAEP and it directed all transformation efforts in the school and encouraged teacher participation on teacher</p>	12	Ongoing throughout the 2010-2011 academic year.	Bay View & Fritsche Principals, External Partner		

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>led committees.</p> <p>-Fritche Middle School teachers actively participated on the Bay View High School - School Governance Committee.</p> <p>-Fritsche Middle School teachers participated in joint faculty meetings with high school personnel.</p> <p>-Fritsche Middle School leaders and the high school leadership functioned as one Leadership Team and one Learning Team.</p> <p>-The Cambium/NAEP CTO provided guidance, support and mentorship to the Fritsche Middle School principal and the Bay View High School principal alike.</p> <p>-The tardy/discipline policy that was implemented by the Cambium/NAEP team at Bay View High School was also implemented at Fritsche Middle School as well.</p> <p>-The Cambium/NAEP CTO meets with Fritsche Middle School teachers 4 times during the 2010 -2011 school year during Q&A sessions and to facilitate problem solving sessions.</p> <p>-Fritsche Middle School staff agreed to conduct 8th grade data chats modeled after the 9th grade data chats that were co-sponsored by Cambium/NAEP.</p> <p>-The Cambium/NAEP CTO meet regularly with the Fritche Middle School Safety Team along with the Bay View High School Safety Team, Violence Free School Zone staff and the Bay View High School administration to ensure a safe and orderly environment for all student in grades 6-12.</p>					
<p><u>Project Management</u></p> <p>District Monitoring of the implementation of activities was a challenge in year one for Bay View. Therefore, during year two, the External Partner will develop a Project Management protocol for monitoring, measuring, and driving the initiatives to reform Bay View Middle/High School.</p> <ul style="list-style-type: none"> The Regional Executive Specialist, the Principal, and the External Partner, and District Core Team will meet once a month to review the 	2, 4	Monthly beginning October 3, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, Regional Director of Specialized Services, Principal, Asst. Principals & External Partner	NA	

School Name Bay View Middle/High School			Reform Model Transformation Model		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>implementation status of the School Improvement Grant and its associated initiatives.</p> <ul style="list-style-type: none"> Provide tools, templates, and resources to instructors and administrators to allow them to plan out their tasks, better sequence instruction, and more efficiently manage their daily and project-based schedules. Continue to implement an open, transparent, and effective process of driving communication between stakeholders involved in the reform process to acquire buy-in that will allow for bold and innovative transformation to take place. Provide professional development on the importance of communication and how to use various forms of technology more effectively to better express thoughts, opinions, and objective information. Provide tools, templates, and resources to instructors and administrators to help them better communicate amongst each other, and to students, parents, and district staff. 	4, 10, 11				

VII. SCHOOL PLAN (cont'd.) BRADLEY TECH					
School Name Bradley Tech			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in reading will be 38% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE reading 34.9% proficient or advanced		November 2010 WKCE reading 31.8% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 42.8% based on the November 2012 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 52.8% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 62.8% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be 76.3% based on the November 2015 WKCE or the then current state assessment.

*More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 21% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE math 17.6% proficient or advanced		November 2010 WKCE math 23% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 37.2% based on the November 2011 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 47.2% based on the November 2011 WKCE.	WKCE data			

VII. SCHOOL PLAN (cont'd.)

BRADLEY TECH

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 57.2% based on the November 2014 WKCE or the then current state mathematics assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be 69.9% based on the November 2015 WKCE or the then current state mathematics assessment.

*More rigorous WKCE Math Goals have been established based on the achievement target of the state average performance in math by 2014-15.

VII. SCHOOL PLAN (cont'd.)

BRADLEY TECH

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all Bradley Tech students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 90.2%	Winter Reading Participation: 77%	Spring Reading Participation: 80%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 61% proficient/advanced	Winter Reading: 47% proficient/advanced	Spring Reading: Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all Bradley Tech students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.) BRADLEY TECH					
				Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	100% of all Bradley Tech students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 89.9%	Winter Math Participation: 79%	Spring Math Participation: 80%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 39% proficient/advanced	Winter Math: 31% proficient/advanced	Spring Math: Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all Bradley Tech students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target:

VII. SCHOOL PLAN (cont'd.) BRADLEY TECH					
				Winter 12 th grade mean RIT:	Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 77% to 87% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate was 76.8%	From September to February, the average monthly attendance rate ranged from 83% to 88%	As of 6/15/2011, the attendance rate at Bradley Tech was 81.2%
2011-12	Student attendance will continue to increase and will be maintained at 90% or above, the MPS high school attendance target.	MPS attendance data			
2010-11	Student suspensions from the learning environment at Bradley Tech will decrease from 82% to 72% of all suspensions by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 82% of all suspensions at Tech were from the learning environment	From September to February, monthly suspensions from the learning environment ranged from 49% to 77%.	As of 6/15/2011, 64.9% of all suspensions were from the learning environment.
2011-12	Student suspensions from the learning environment at Bradley Tech will decrease an additional 10% by the completion of the 2011-12 school year.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk September, 2010: Over Age—44% Total Quality Credits-14%		% Current Students at High Risk May, 2011 Over Age—35% Total Quality Credits-12%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 345 students to 243 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 345 students were identified as at high risk for graduation based on total quality credits.		

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan #1 Renew with External Provider</u> Renew the contract for professional services with Cambium Learning Inc. & National Academic Educational Partners, Inc. (referred to as “External Partner”) by submitting the renewal recommendation to the Superintendent. Based on the data points from the 2010-2011 school year, Cambium Learning Inc. & National Academic Educational Partners has demonstrated to have experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Schedule a meeting with renewed External Partner and key district staff to discuss successes and challenges from the previous school year and expectations for the future. 	12	July/August 2011	Metro Regional Executive Specialist, Director of District and School Improvement	\$580,000	
<p><u>Work Plan #2 Leadership Effectiveness</u> Based on the resignation of the 2010-2011 principal of Bradley Tech High School, it is necessary to hire a principal who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school.</p> <ul style="list-style-type: none"> Post the vacant principal position. Screen candidate applications to select only those candidates who possess and demonstrate the leadership skills necessary to serve as a catalyst of change. Interview applicants who meet the screening criteria and select a minimum of three finalists to submit to the Superintendent for consideration. Select a candidate who will serve as the principal for Bradley Tech High School for the 2011-2012 school year and submit his or her name to the Board for approval by August 30, 2011. This will be the responsibility of the Superintendent. Work with the newly appointed principal to review the qualifications of the current administrative staff, determine their effectiveness and make necessary changes to ensure the successful implementation of the School Improvement Grant Transformational Plan. 	1	<p>Principal will be hired no later than August 30, 2011.</p> <p>May 11, 2011</p> <p>June 4 and June 10, 2011</p> <p>Currently there is an assistant principal in charge who will be held accountable for implementation of the School of Improvement Grant.</p>	Superintendent, Regional Executive Specialist, Board	NA	

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
The principal will receive intensive professional development for turnaround leaders and mentoring through participation in a professional learning community.	1, 4, 2	Monthly-September 2011 leadership begins with coaching and support through June 2012. Second phase of training to begin June 2012.	Regional Executive Specialist, Turnaround Vendor, District and School Improvement	\$5,000 Travel Turnaround Vendor (listed in District Section)	
By September 2011, the principal will identify a school-based School Improvement Facilitator who will assist the school with implementation of grant activities and data one day per week. The School Improvement Facilitator will: <ul style="list-style-type: none"> Compile data related to math, literacy and attendance/suspensions monthly Review and analyze data monthly Organize meetings Provided data to the principal and the vendor The principal will be responsible for sharing information with staff during monthly staff meetings. 	8,12	SIG Facilitator will be identified by September 30, 2011. Monthly July 2011-June 2012.	Regional Coordinator of C & I, Principal, School Improvement Monitor, .2 SIG Facilitator	\$20,218 .2 School Improvement Facilitator	
A School Improvement Monitor will be assigned to intensively monitor implementation of fidelity checks in academics and with the universal screener in literacy and mathematics. In addition, Literacy and Mathematics classrooms at levels Tier I and Tier II will be monitored on a bi-weekly rotating schedule linked to the instructional observation calendar created by the principal. The reform coach will work in tandem with the assigned Regional Coordinator of C & I to conduct instructional observations collaborate with the principal to provide feedback to the teacher. The principal will be able to use the feedback as a component of the teacher's evaluation. Teachers who are challenged in specific areas will be offered professional development. In collaboration with the principal, the teacher will be asked to develop a professional development plan designed to address areas of concern. The principal will monitor and provide ongoing documentation of student growth.	12	The School Improvement Monitor will be hired not later than August 30, 2011.	Principal, Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, .2 SIG Facilitator, .5 School Improvement Monitor, External Partner	\$74,926 School Improvement Monitor	
The External Partner will continue to provide a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for Bradley Tech High School during the renewed term of the contract. The duties of the Chief Transformation Officer as appointed by the External Partner will include: <ul style="list-style-type: none"> Intensify the on-the-ground support for the Bradley Tech High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. Intensify the project management guidance and 	4,12	Leadership Team meetings are taking place. The external provider continued meeting with the administrative team throughout the summer to plan for the 2011-2012 academic year. Meetings will continue to take place on a weekly basis throughout the school year.	Regional Executive, Specialist, Principal, Assistant Principals, Regional Director of School Support, External Provider,	NA	

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>support for the principal to effectively implement the School Improvement Grant Transformational Plan. This will be the responsibility of the Chief Transformation Officer.</p> <ul style="list-style-type: none"> Continue to co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. This year's agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. Continue to meet with the Metro Region Regional Executive Specialist on a monthly basis to provide status updates on the progress of the Bradley Tech High School toward meeting the goals of the 2011-2012 School Improvement Grant. In response to the limited walkthroughs which took place during the 2010-2011 school years, the External Partner will provide continued support to the school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. 		<p>Monthly beginning September 30, 2011.</p> <p>Monthly beginning October 3, 2011.</p>			
<p>Based on the lack of an established principal monitoring plan during the first year of SIG Implementation, an evaluation process will be established during the 2011-2012 school year that will effectively provide ongoing feedback needed for the principal to grow professionally into an "agent of change" and instructional leader. The majority of the conversations and indicators of this comprehensive evaluation process will be around effective instructional strategies for teachers coupled with student achievement and the effective implementation of the School Improvement Grant Transformational Plan. In order to accomplish this work, the Regional Executive Specialist will:</p> <ul style="list-style-type: none"> Meet with the new principal in August 2011 to discuss the components of the evaluation tool and set goals and expectations for the year. Meet with the new principal on a monthly basis to discuss strengths and areas in need of improvement being observed in the principal with a focus on the effective implementation of the transformational plan. Conduct thorough school visits at Bradley Tech High School at least twice a month and debrief with the school principal. Collaborate with the External Partner to assess the success of the new principal in implementing the transformational plan. Provide professional development opportunities for the new principal based on observations in 	12	<p>Completed by August 30, 2011.</p> <p>Monthly Professional Learning Community Meetings</p> <p>Twice a month beginning October 2011.</p> <p>Monthly beginning</p>	Regional Executive Specialist, Director of School Support, Regional Coordinator of C & I, Regional Director of School Support, Regional Director of Specialized Services, External Partner		

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
collaboration with the External Partner. <ul style="list-style-type: none"> Complete a final evaluation of the new principal primarily based upon the successful execution of the School Improvement Grant Transformational Plan and student achievement. 		October 2011. Final evaluation completed June 2012.			
In response to the lack of effective classroom walkthrough procedures as evident during the 2010-2011 school year, the External Partner will provide additional professional development for leadership teams on how to conduct effective classroom walkthroughs based on the concepts outlined in the book entitled "Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning" by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> Purchase a copy of "Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning" by Elizabeth City for each administrator. Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. Schedule classroom visits to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. Require administrators to conduct a minimum of ten classroom walkthroughs a week across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction identified, as well as plan for future professional development sessions. Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers' professional growth. 	4, 12	Beginning October 2011. Beginning 2 nd semester January 2012. Beginning September 26, 2011. Beginning October 10, 2011.	Regional Executive Specialist, Principals, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics		

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Reconvene and strengthen the role of the Educational Transformation Committee (ETC) at Bradley Tech High School which was established during the 2010-2011 school year to involve a representation of all stakeholders in the decision-making process. This group will continue to serve as an advisory committee to the principal throughout the change process in the implementation of the School Improvement Grant Transformational Plan. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Work with the External Partner to revisit the composition of the ETC and establish the protocol for selecting new members for the committee. The recommended composition includes but is not be limited to: The Regional Executive Specialist, External Partner representatives, Parent Representative, Content Area Department Chairpersons including the electives, Student Representatives (9-12), MTEA Representative, Principal, Assistant Principal, Social Worker, Business and Community Representative, Guidance Counselors and Athletic Director. The School Improvement Facilitator and the School Improvement Monitor must be a part of the ETC/Learning Team. • Continue to follow the established schedule of ETC meetings bi-weekly during the months of September, October, November, December and January and once a month during the months of August, February, March, April, May and June. • Work with the External Partner to continue to develop ETC meeting agendas. Sign-in sheets, agendas, and minutes will be kept for the record and submitted to the .2 School Improvement Facilitator. <p>As a result of limited communication of ETC meeting outcomes with staff during the 2010-2011 year, an established procedure will be developed to enhance the communication. A summary of meeting outcomes will be provided on behalf of the ETC as a comprehensive bi-weekly/weekly report to faculty and staff.</p>	12	<p>Completed no later than September 30, 2011.</p> <p>Bi weekly beginning September 6, 2011.</p>	Principal, Regional Executive Specialist, Regional Coordinator of C & I, Director of School Support, .2 SIG Facilitator, .5 Reform Coach, External Partner		
<p>Work Plan #3-Teacher Effectiveness</p> <p>Ensure that teachers are aware of the newly developed evaluation process for the 2011-2012 school years that will effectively provide ongoing feedback needed for instructors to grow professionally into providers of a world-class education for all students at Bradley Tech High School. This system is in the pilot phase and will not be implemented at Bradley Tech High School in 2011-2012. Staff will receive additional details regarding the agreed upon criteria for evaluations in spring 2012. To</p>	3,4,13	Notification at the first staff meeting of the year in September 2011.	Regional Executive Specialist, Principal, Regional Coordinator of C & I, Principal	NA	

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Develop teachers' capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. Develop teachers' ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space. Require routine reflection by teachers related to their professional responsibilities as a part of their ongoing development. Indicators based upon The Framework for Teaching by Charlotte Danielson: Reflecting on Teaching, Maintaining Accurate Records; Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing Professionalism. Strengthen the teaching and learning in each classroom by delivering effective instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness. The principal will submit an annual teacher observation schedule to the Regional Executive Specialist. The observation schedule will include names of teachers who are scheduled to be observed, content and date. Completed instructional observations will be shared with the principal as well as the Regional Coordinator of C & I. Provide meaningful positive feedback for teachers who are contributing to the school's efforts at improving student achievement following observations. 		<p>Ongoing throughout the school year based on teacher need.</p> <p>Submitted by September 30, 2011.</p> <p>Ongoing throughout the school year September 2011-June 2012.</p>			

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<ul style="list-style-type: none"> Enable teachers who are not a good match for the intervention model selected for Bradley Tech High School to avail themselves of their contractual right to leave the school. 					
<p>Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, Lesson Study Groups, and Professional Learning Communities. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement a seven period schedule comprised of 48-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. Provide department chairpersons with a professional development period to support the growth of the instructional staff within their department. Department chairpersons will work with Content Area Directors assigned by the External Partner to ensure the efficacy of curriculum and instruction. The regional schedule for Metro schools will allow for double dosing. Continue to provide double dosing of Algebra and English on an as needed basis. 	2, 7, 9	<p>September 1, 2011</p> <p>Weekly beginning September 12, 2011.</p> <p>Weekly beginning September 12, 2011.</p> <p>Beginning September 1, 2011.</p>	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, Principal, Department Chairpersons & Vendor	NA	
<p>Enrich the instructional review process by conducting a comprehensive needs assessment of Bradley Tech High School to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will:</p> <ul style="list-style-type: none"> Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled "Closing the Achievement Gap". This tool will assess the school from the perspective of 80 research-based benchmarks that have been deemed necessary for school effectiveness. Collaborate with the principal, school staff, and Metro Region staff to develop a school transformational profile based on the results of the needs assessment. Determine interventions, measurable goals, and 	12	<p>September 2011</p> <p>October 2011</p> <p>October 2011</p>	Regional Executive Specialist, Principal, Regional Coordinator of C & I, Regional Director of School Support, Instructional Coach Literacy, Instructional Coach Mathematics, Vendor	NA	

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benchmarks based on results of the needs assessment <ul style="list-style-type: none"> Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. Work with the principal to create a communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform Bradley Tech High School. 		September 2011 August 2011			
A system for rewarding teacher teams with instructional materials, supplies and professional development for demonstrating growth in student achievement will be developed. Criteria for the variables that will be used to reward teacher teams will be developed by the schools learning team.	3, 5	Criteria will be established no later than September 30, 2011. Teacher teams will be rewarded by the principal after MAP data has been reviewed and analyzed for the three testing windows.	Principal, Asst. Principals , Vendor, Learning Team	\$10,000 instructional supplies	
Provide rotating teachers to support professional development and collaborative planning periods and rotating teachers (see attachment for schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas.	4	Beginning September 26, 2011	District Identified for Improvement Director and Supervisor	Listed in LEA/district section	
The professional development calendar will be refined to reflect the twice a year survey and learning needs assessment of the school.	4	Survey will be administered at the beginning of the school year no later than October 30, 2011 and the beginning of the second semester scheduled to start January 24, 2011.	Principal, Instructional Coach Math & Literacy, District Math & Literacy Specialist, Regional Coordinator of C & I, Vendor	NA	
Mandatory professional development will be provided before the school year starts, after school and on Saturdays in data-driven decision making, lesson planning, literacy, mathematics and efficacy. Additional after school and Saturday dates will be included in the professional development calendar.	4	Prior to the beginning of the school year professional development will take place on August 24 th & August 25 th , 2011.	Principal, Regional Coordinator of C&I, Vendor, Teachers	\$127, 425 part-time certificated	

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Instructional Coach Literacy and an Instructional Coach Mathematics will work to ensure that professional development provided by the vendor and school will be aligned with district effort.	4	By September 9, 2011, the assigned Instructional Coach Literacy and Instructional Coach Mathematics will meet with vendor. Continuous meetings will occur on a monthly basis throughout the school year.	Principal, Regional Coordinator of C & I, Vendor	.5 FTE Instructional Coach Literacy \$55,600 (includes benefits) .5 FTE Instructional Coach Mathematics \$55,600 (includes benefits)	
Differentiate professional development for teachers at different phases of implementation.	8	Beginning October 17, 2011.	Principal, Asst. Principals, Instructional Coach Literacy, Instructional Coach Mathematics & Vendor	NA	
Continue professional development for special and regular education literacy and mathematics teachers to support inclusion of students with special education needs in a least restrictive environment. Special education and regular education teachers will collaborate with the vendor and the assigned Instructional Coach Literacy and Instructional Coach Mathematics to develop effective lesson plans that will meet the needs of all learners.	4	Twice a semester beginning October 10, 2011.	Principal, Special Education Supervisor, Instructional Coach Math, Instructional Coach Literacy, .5 School Improvement Monitor, Vendor	NA	
Continue to provide and intensify professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of Bradley Tech High School students to improve their academic performance. To accomplish this Work Plan, the vendor will continue to strengthen the collaborative relationships with the district to: <ul style="list-style-type: none"> Retain the Cambium/NAEP Literacy Director, Mathematics Director, Science Director and a Special Education Director to provide weekly on-the-ground support for the instructional staff at Bradley Tech High School. Increase the rigor of support in building the capacity of the district reading and mathematics coaches assigned to Bradley Tech High School to ensure a consistent and uniform delivery of professional development. Maximize the usage of the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at Bradley Tech High School. 	4	Weekly during collaborative planning time beginning September 6, 2011.	Principal, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Math, District Literacy & Math Specialist, Vendor, .5 School Improvement Monitor	NA	

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<ul style="list-style-type: none"> Maintain the implementation of the “Model Classroom Concept” at Bradley Tech High School. The “Model Classroom” is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional staff to observe. Job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff will continue to be provided to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> Common Core Standards: Crosswalk and Implementation Literacy Strategies for Career and Technical Education Career and College Readiness Bridging the Gap for Urban Students Differentiated instruction for all teachers. Response-to-Intervention framework and the ClasStat process. The MPS Comprehensive Math, Science and Literacy Plans. The effective use of data to make adjustments to instruction and informed school improvement decisions. Development and use of effective lesson plans. 					
<p>Increase the expectation of teachers utilizing a standards-based instructional model of teaching, learning and assessment. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Link and align all teaching learning and assessment components and resources using research-based best practices so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. Facilitate curriculum design and development, lesson planning, teaching and learning, standards mastering, testing, and grading that help improve the effectiveness of instructional delivery in the classroom. Provide teachers with instructional resources such as 	4,7,8	Beginning September 1, 2011 based on teacher need	Principal, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, Vendor	NA	

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<p>but not limited to scope & sequence, sample lesson plans, sample activities, online instructional resources, audio and video clips. These resources would be used to enrich and enhance the delivery of instruction and the learners' experiences and acquisition of the state standards required by the coursework.</p> <ul style="list-style-type: none"> • Help students, parents, teacher and administrators focus on the knowledge and skills required for promotion, course completion, and success on standardized tests. • Provide professional development for teachers on the integration of Common Core Standards, Wisconsin Standards, and the MPS Comprehensive Literacy and Mathematics Plans into daily instruction. 					
<p>9th grade teachers from Bradley Tech High School will be afforded the opportunity to engage in ongoing conversations with 8th grade teachers from a K-8 or middle school in close proximity. Conversations will be guided by the vendor in collaboration with the Instructional Coach Math and the Instructional Coach Literacy. This will provide teachers from both grade levels with a deeper understanding of student expectations that are content specific from one grade level to the next. Teachers will also discuss implementation of effective strategies that have proven to increase student achievement in Literacy and Mathematics.</p>	4	By the end of the first semester 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Principal, School Improvement Monitor, Instructional Coach Mathematics, Instructional Coach Literacy, District Literacy Specialist, District Math Specialist, Vendor	NA	
<p><u>Work Plan #4-Real Time Data</u> The Learning team and reform members will use SAIL data for informed decision making about reform implementation.</p>	8	Beginning September 19, 2011.	Principal, Asst. Principals, Learning Team, RtI Specialist, Instructional Coach Literacy, Instructional Mathematics & Vendor	NA	
<p>The Memorandum of Understanding with the teachers' union allows flexibility for staffing. In addition, the Metro region schedule allows flexibility in scheduling double doses of key core subjects for non-proficient students in the 9th and 10th grade. Prior to the beginning of the school year, 8th grade WKCE data will be reviewed and analyzed to determine the appropriate placement for incoming and repeating non-proficient 9th grade students. Measuring Academic Progress (MAP) data will be used to determine the appropriate placement for non-proficient 10th grade students.</p>	2, 9	Beginning September 1, 2011	Principal, Programmer, Regional Coordinator of Curriculum and Instruction, .5 Reform Coach, Vendor	NA	

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<p>Monitor the implementation of the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at Bradley Tech High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to:</p> <ul style="list-style-type: none"> • Monitor student progress at regular intervals to make informed instructional decisions based on the analysis of the data. • Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. • Collaborate and receive direction from the ETC to drive the decision-making process of the Plan, Do, Study, Act model. 	4, 8, 12	Bi-weekly beginning October 3, 2011.	Principal, Asst. Principals, Regional Coordinator of C & I, School Improvement Monitor	NA	
Teachers will study various student assessment work and results together to create plans to improve and differentiate instruction and to provide further professional development in areas of identified need. Assessments will include CABS, MAP, unit quizzes and tests, final exams and Language! Assessments.	8	Beginning September 26, 2011.	Principal, Asst. Principals, Learning Team, Vendor, Instructional Coach Literacy, Instructional Coach Mathematics	NA	
Provide collaborative working time for teachers to score formative assessments, analyze data research, plan and implement resources aligned to the instructional needs of students.	2, 8	Weekly during collaborative planning time beginning September 12, 2011.	Regional Executive Specialist, Regional Coordinator of C & I Principal, Asst. Principals & Vendor	NA	
Use professional development data and analysis to inform reform implementation, disseminating information to all staff. Data will include types of professional development offered, number of participants required, number of participants, walk-through, follow-up, and survey data.	4, 8	Beginning September 12, 2011.	Regional Coordinator of C & I, District Identified for Improvement Supervisor, SIG School Facilitator, Principal, Asst. Principals, .5 School Improvement Monitor, Vendor	NA	

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<p>Provide teachers the access to a platform that facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement a platform that will integrate the College Readiness Standards, Common Core Standards, and State Test standards. <ul style="list-style-type: none"> Provide professional development to administrators and staff on how to effectively utilize the platform to drive instructional decisions with the goal of increasing student achievement. Using the adopted platform, data-dashboard, aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data. Using rotating teachers, collaborative planning periods will be used to facilitate teachers working together to create common and consistent assessments utilizing the item banks from the adopted K12 platform across core content areas. Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. Continue to implement the MAP assessment process with fidelity. <ul style="list-style-type: none"> Administer the MAP assessment three times during the 2011-2012 school years. Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. Provide professional development to instructors on how to adjust teaching and learning activities in the classroom 	4, 7, 8	<p>Monthly: August 2011- June 2012</p> <p>Platform will be selected by August 30, 2011</p> <p>To be completed by October 27, 2011</p> <p>To be completed by November 30, 2011</p> <p>Beginning September 26, 2011.</p> <p>Beginning second semester Spring 2012.</p> <p>September 2011, December 2011 , April 2012</p>	Regional Coordinator of C& I, DIFI Supervisor, Regional Executive Specialist, Principal, Vendor		

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<p>according to data from the MAP assessment.</p> <ul style="list-style-type: none"> Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children's education. 		Ongoing beginning after the first MAP assessment window.			
<p><u>Work Plan #5-Standards Based Curriculum & Assessment</u></p> <p>A reading intervention teacher and a mathematics intervention teacher will provide intervention to struggling students using approved Tier 2 interventions (LANGUAGE, Reading Plus, and Mathematics).</p> <ul style="list-style-type: none"> RtI EXCEED will be used to gather the progress monitoring data. Intervention teachers will enter progress monitoring data, at least, bi-weekly. The data will be used to determine if a student should continue or be dismissed from the intervention group. Data that is provided by the vendor includes: <ul style="list-style-type: none"> a snapshot of whether the student is on target to-date and are making sufficient progress total scores growth reports 	7	School staff will provide interventions at least 3x a week, beginning by September 24 th , SIG Intervention teachers will be assigned by September 1. Intervention students will be identified by the start of the school year.	Principal, Reading Intervention, Teacher, Instructional Coach Literacy & Vendor	1 FTE Reading Intervention Teacher \$101,091 (includes benefits) 1 FTE Mathematics Intervention Teacher \$101,091 (includes benefits)	
Continue the Reading 10 course targeting 10 th grade students who scored minimal/basic on the WKCE and benchmark assessment scores.	7	Beginning September 12, 2011.	Principal, Reading Intervention Teacher, Teachers, Vendor	NA	
<p>Provide Interventions for students performing at "Minimal" or "Basic" on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement a double-block schedule for mathematics and reading within the master schedule to provide differentiation and intervention for students below the "proficient" designation. Create intervention modules for reading and mathematics to be used with students who are below the "proficient" designation during the 30-minute RtI block. 	7, 8	Beginning September 1, 2011	Principal, Vendor, Reading Intervention Teacher, Instructional Coach Literacy, Response to Intervention Specialist, Regional Coordinator of C & I, .5 School Improvement Monitor	NA	

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<ul style="list-style-type: none"> Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. 					
Provide regular monitoring of implementation of reading intervention curricula. The School Improvement Monitor will submit bi-weekly reports to the DIFI Supervisor including information around fidelity of implementation, progress monitoring, student rosters and student attendance.	7	Bi-weekly beginning September 12, 2011.	Principal, District Identified for Improvement Supervisor, Instructional Coach Literacy, Reading Intervention Teacher & Vendor	NA	
<p>Provide continued guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.</p> <ul style="list-style-type: none"> Conduct a high-level analysis of passing rates from 2010-2011 on Advanced Placement exams and credit acquisition for current high level courses offered at the school. Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those who would benefit from enrichment coursework with additional support. Align the data, course offerings, teacher selection, and student placement to serve as a link between the components necessary for students to succeed in honors-level and advanced placement courses. Work with District Content-Area Supervisors and teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. Provide research-based professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. Work with the district and local colleges to select appropriate dual-enrollment offerings that would be 	7,8	<p>At the end of each marking period.</p> <p>August 2011</p> <p>August 2011</p> <p>September 2011</p> <p>September 2011</p> <p>September 2011</p>	Regional Executive Specialist, Regional Coordinator for C&I, Principal, Instructional Coach Math, Instructional Coach Reading, Vendor		

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<p>enticing to students and be conducive to their acquisition of college credits during their high school tenure.</p> <ul style="list-style-type: none"> • Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subjects in the high school. • Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses, and to provide additional support to the students that are on the cusp of these criteria to advance their student profile so that they too are eligible for dual-enrollment courses. 		<p>October 2011</p> <p>October 2011</p> <p>September 2011</p>			
<p>Provide the guidance and support needed for the leadership and instructional staff to increase the appropriate support for and placement of Students with Disabilities and English Language Learners to afford them the opportunity to access education in the general class. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Continue to provide content experts in the area of instruction of Students with Disabilities and English Language Learners to support the school leaders and instructional staff in providing an academic program that is conducive to student success. • Work with the IEP team to support an in-depth analysis of the Individual Educational Plans in support of efforts with implementation of least restrictive environment projects. • Provide continued, on-going professional development for school leaders and teachers on effective strategies to successfully implement an inclusion model for Students with Disabilities in the areas of Language Arts and Mathematics. • Provide a school-wide action plan for Students with Disabilities to access the support they need emotionally, behaviorally, and academically to successfully complete their academic coursework in the least restrictive environment. • Provide access to an intensive reading course for Students with Disabilities using the Language 3 intervention curriculum. 	7,8	<p>Beginning September 1, 2011.</p> <p>Beginning October 24, 2011.</p> <p>Completed by September 30, 2011.</p> <p>Beginning September 1, 2011.</p>	Regional Executive Specialist, Regional Coordinator of C & I, Principals, Asst. Principals, Guidance Counselors, Vendor, Special Education Supervisor, IEP Team	NA	

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Provide the guidance and support needed for the leadership and instructional staff to implement with fidelity and effectiveness the approved Career Academies for Bradley Tech High School and expand the school career course offerings accordingly.	7	Beginning September 1, 2011.	Principal, Teachers, Regional Coordinator of C & I, Vendor	NA	
<u>Work Plan #6-Student Support & Engagement</u> Provide a summer program for 10 th grade repeaters targeted Literacy and Mathematics.	9	July 2012	Regional Executive Specialist, Principals, Asst. Principals, Teachers	Listed in District Section	
Provide freshman seminar to help rising 9 th graders seamlessly transition to high school and participate in goal setting activities that will ensure a successful high school experience leading to being appropriately prepared for college.	11	July 2012	Principal, Asst. Principals, Guidance, Regional Coordinator of C & I, & Vendor	NA	
<p>Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site-based graduation plan, a comprehensive attendance component, credit recovery, advisory, a focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and levels Tier I and Tier II, Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> Increase the average grade point average earned by freshmen students (Academics) Decrease the number of absences (Attendance) Decrease the number of out-of-school suspensions by freshmen students (Attitude) Increase the promotion rate of freshmen Increase the number of freshmen students participating in high school- sponsored extracurricular activities (Activity) 	7	Beginning September 1, 2011	Principal, Asst. Principals, PBIS Coach, Guidance Counselor, Regional Director of School Support & Vendor	NA	

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<u>Work Plan # 7-Parental Involvement & Community Support</u> Continue Parent Action Team meeting within the school governance council.	11	Beginning October 17, 2011	Principal, Asst. Principals, Social Worker & Vendor	NA	
Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at Bradley Tech High School with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child's education. Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child's education. Engage local community organizations and businesses in ownership of the school's progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school's children on behalf of the community. Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children's education. Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the 	11	Once a semester	Principal, Asst. Principals, Guidance Counselors, Parent Liaison, Vendor	NA	

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<p>appropriate amount of credits for their grade level.</p> <ul style="list-style-type: none"> Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child's high-level education. Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 					
<p><u>Work Plan #8-Extended Learning Opportunities</u></p> <p>During the 2010-2011 school year, Bradley Tech implemented a 30-minute Advisory Period once a week. This year the concept will be taken to a new level. It will provide a 30-minute Response to Intervention block, as part of the extended learning opportunity, for all students in grades 9-12. The advisory period will be used primarily for reading and mathematics interventions but will be differentiated based on the students' needs. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Include a 30-minute block in the master schedule of the school. Use the MAP data from the May 2011 administration and the 8th grade WKCE data for rising 10th graders to determine who needs reading or mathematics support during this RtI block. Group the students accordingly with the strongest reading or mathematics teacher during the 30-minute block. Provide credit recovery options for students prioritizing overage and under-credited students at grades 11 and 12 and students who are in danger of being retained. The students will recover their credit using E2020 which is an online credit recovery program designed around national and Wisconsin content standards as well as MPS courses for students in grades 9-12. Provide students at grade 12 with the advisement they need to be admitted into competitive colleges nationally and locally. Collaborate with the school's athletic directors to create academic work plans that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	7,8,9	<p>July 2011</p> <p>August 2011</p> <p>Sept. 2011 – June 2012 Monthly 2011-June 2012</p> <p>Prior to the beginning of each sport season</p>	Principal, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, Teachers & Vendor	NA	

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. Assist the school with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful Extended Learning Opportunity programming. Support schools with the Extended Learning staff selection process through conducting interviews, providing guidelines, and coaching and mentoring new personnel. Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities. 	8,9,12	<p>August 2012</p> <p>Beginning November 2011.</p> <p>September 2011</p> <p>October 2011</p>	Principal, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics, School Improvement Monitor, SIG Facilitator	NA	
<p>Expand the opportunities available that provide students in grades 9 through 12 educational web-based resources and programs that differentiates instruction in reading, mathematics, and science during the school day and beyond the school day. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming. Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming. Utilize digital resources to provide opportunities for students to recover credit for courses that they previously failed. 	4, 9	Beginning September 26, 2011.	Principal, Asst. Principals, Regional Coordinator of C & I, Teachers & Vendor	NA	

School Name Bradley Tech			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Conduct a technology audit in the building to determine the school needs regarding hardware and bandwidth for implementation of digital instruction.	12	Prior to the first MAP testing window.	Principal & Vendor	NA	
Create an action plan for implementation that clearly identifies non-negotiables for fidelity of implementation and ensure staff has a clear understanding of expectations and priorities. Action plan will be shared by the principal at the first staff meeting.	2,12	September 16, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Principal, Asst. Principals & Vendor	NA	
<u>Work Plan #9-Project Management</u> District Monitoring of the implementation of activities was a challenge in year one. Therefore, during year two, the External Partner will develop a Project Management protocol for monitoring, measuring, and driving the initiatives to reform Bradley Tech High School.	2, 4	Monthly beginning October 3, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, Regional Director of Specialized Services, Principal, Asst. Principals & Vendor		
<ul style="list-style-type: none"> ▪ The Regional Executive Specialist, the Principal, and the External Partner, and District Core Team will meet once a month to review the implementation status of the School Improvement Grant and its associated initiatives. ▪ Provide tools, templates, and resources to instructors and administrators to allow them to plan out their tasks, better sequence instruction, and more efficiently manage their daily and project-based schedules. ▪ Continue to implement an open, transparent, and effective process of driving communication between stakeholders involved in the reform process to acquire buy-in that will allow for bold and innovative transformation to take place. ▪ Provide professional development on the importance of communication and how to use various forms of technology more effectively to better express thoughts, opinions, and objective information. ▪ Provide tools, templates, and resources to instructors and administrators to help them better communicate amongst each other, and to students, parents, and district staff. 	4, 10, 11				

VII. SCHOOL PLAN (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

School Name

James Madison Academic Campus

Reform Model

Transformation

School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in reading will be 28% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE reading 24.7% proficient or advanced		November 2010 WKCE reading 19.2% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 35% based on the November 2012 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 45% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 55% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be at or above the state average of 76.3% based on the November 2015 WKCE or the then current state assessment.

*More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 16% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE math 13.1% proficient or advanced		November 2010 WKCE math 11.3% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 24.9% based on the November 2011 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 40% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 55% based on the November 2014 WKCE or the then current state math assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be at or above the state average of 69.9% based on the November 2015 WKCE or the then current state math assessment.

*More rigorous WKCE math goals have been established based on the achievement target of the state average performance in reading by 2014-15.

VII. SCHOOL PLAN (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all JMAC students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 91%	Winter Reading Participation: 75%	Spring Reading Participation: 77%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 54% proficient /advanced	Winter Reading: 33% proficient /advanced	Spring Reading: 38.7% Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all JMAC students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

2010-11	95% of all JMAC students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 89%	Winter Math Participation: 78%	Spring Math Participation: 80%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in math will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 28% proficient/advanced	Winter Math: 21% proficient/advanced	Spring Math: 22.8% Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all JMAC students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 77% to 87% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate was 76.3%	From September to February of 2011, monthly attendance rate at JMAC ranged from 77% to 84%.	As of 6/15/1011, the attendance rate at JMAC is 83.3%.
2011-12	Student attendance will increase and be maintained at 90% or above, the MPS high	MPS attendance data			

VII. SCHOOL PLAN (cont'd.)
JAMES MADISON
ACADEMIC CAMPUS

	school attendance target.				
2010-11	Student suspensions from the learning environment at JMAC will decrease from 82% to 72% of all suspensions by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 82% of all suspensions at JMAC were from the learning environment	From September to February of 2011, monthly suspensions from the learning environment ranged from 40% to 77%.	As of 6/15/2011, 43% of all suspensions at JMAC were from the learning environment.
2011-12	Student suspensions from the learning environment at JMAC will decrease an additional 10% by the completion of the 2011-12 school year to 62% or less.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk September 2010 Over Age—49% Total Quality Credits-15%	Historical data currently not available for % of students at high risk, data will be submitted by September 30, 2011	% Current Students at High Risk May 2011 Over Age—40% Total Quality Credits-15%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 162 students to 144 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 162 students were identified as at high risk for graduation based on total quality credits.		

School Name **Madison Academic Campus**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress Complete for Interim and End-of-Year Reports
Review and confirm the shared vision for reform at Madison Academic Campus.					
1.1 The 2010-11 principal at Madison Academic Campus will remain to continue to work on the reform efforts during the 2011-2012 school years. The principal will work collaboratively with the Executive Specialist and vendors to lead the implementation of the activities outlined in the SIG.	1	Monthly 2011-2012, beginning August 2011	Regional Executive Specialist, Principal, vendor	NA	
1.2a The Regional Executive will use the 2010 revised MPS principal evaluation and observation system to evaluate the principal at least once a year (see District Plan- Theory of Action).	3, 13	At least once a year July 2011 through June 2012, see Theory of Action for more specific timeline	Regional Executive Specialist, Regional Director of School Support, Regional C&I, Regional Director of School Support, Project GRAD, Principal	NA	
1.2b The principal will receive intensive professional development for turnaround leaders and mentoring through participation in professional learning community.	1,2,4	Monthly- September 2011 leadership begins with coaching and support through June 2012. Second phase of training to begin June 2012.	Regional Executive Specialist, Vendor, District and School Improvement	NA	
<p>1.3 Beginning in September and quarterly thereafter, the principal will use staff meeting time to review school progress toward 2011-2012 SIG goals; focusing particular attention on math, literacy, attendance and behavior of students in all grades.</p> <p>School leaders will:</p> <ul style="list-style-type: none"> • Designate time during the meetings for questions and feedback pertaining to SIG. • Administrators will monitor the implementation of identified key strategies at least quarterly through the use of classroom walk-throughs. • Review school progress, including walk-through data to help increase staff members understanding of the purpose of the reform and key strategies. • The principal will submit staff meeting agendas to the Regional Executive Specialist monthly <p>Project GRAD will:</p> <ul style="list-style-type: none"> • Co-present an analysis of lagging data reports on math, literacy, attendance, behavior of students and SAIL indicators from previous year in all grades; • facilitate planning for whole-school development of 	2,8	<p>Quarterly beginning September 2011- June 2012</p> <p>Quarterly beginning September 2011- June 2012</p> <p>Quarterly beginning September 2011- June 2012</p> <p>Quarterly beginning September 2011- June 2012</p> <p>Monthly beginning August 2011- June 2012</p> <p>Quarterly beginning September 2011- June 2012</p> <p>Quarterly beginning September 2011-</p>	Principal, Assistant Principals, Department Chairs, Project GRAD, ICM, ICL, DIFI Supervisor , learning team members	NA	

School Name Madison Academic Campus			Reform Model Transformation		
<ul style="list-style-type: none"> classroom rules, procedures, consequences and rewards; Collaborate with Learning Team to introduce MAP/WKCE 7-Week Blitz, identifying targeted students for math and literacy interventions and related assessment strategies. <p>Quarter 2-4--Continue presentations of lagging data report, and high-yield professional development strategies for addressing those needs identified during quarterly walk-throughs by both administrators and Project GRAD (i.e. differentiated instruction, classroom management) to achieve targets in the next quarter</p>		<p>June 2012</p> <p>Quarterly, beginning in September 2011- June 2012</p>			
<p>1.4 By September 2011, the principal will identify a school-based SIG Facilitator who will assist the school with implementation of grant activities and data one day per week. SIG Facilitator will:</p> <ul style="list-style-type: none"> Compile data related to math, literacy, and attendance/suspension monthly Review and analyze data monthly Submit data to the principal and Project GRAD turnaround officer The principal will be responsible for communicating information with staff during monthly staff meetings 	8,12	<p>Assignment to be completed by September 30, 2011</p> <p>Monthly September 2011-June 2012</p>	Regional Coordinator of C&I, School Improvement Monitor, Principal/SIG Facilitator	.2 FTE SIG Facilitator \$20,218 includes benefits	
<p>1.5 Beginning in August and monthly thereafter, the principal will use a weekly administrative team meeting and a monthly learning team meeting to:</p> <ul style="list-style-type: none"> Provide information and opportunities to review and discuss the School Improvement Grant requirements, activities and progress Designate time during the meetings for discussion, questions, and feedback pertaining to the SIG. The Project GRAD Turnaround Officer will participate in the discussion clarifying Project GRAD's role in the school's achievement of the SIG requirements and the technical support that it will provide during the 2011-2012 school year. 	2,8, 12	Monthly beginning August 2011-June 2012	Principal, Assistant Principals, DIFI Supervisor, Regional C&I, School Improvement Facilitator, Members of Learning Team, and Project GRAD.	NA	
<p>1.6a Create a systematic method of rewarding staff for their contributions to reform.</p> <ul style="list-style-type: none"> Provide teacher teams curriculum supplies and other incentives based on student achievement.(i.e. student growth on MAP) Continue efforts to recognize staff formally at staff meetings. Continue to recognize staff informally as a result of observation. Student and peer recognition of staff Continue data celebrations(i.e. Staff and student attendance) 	3, 5	Criteria will be established no later than September 30, 2011. Teacher teams will be rewarded by the principal after MAP data has been reviewed and analyzed for the three testing windows.	Principal, Assistant Principals, Regional C&I, DIFI Supervisor	\$25,000 (instructional supplies)	

School Name Madison Academic Campus		Reform Model Transformation			
1.6b Beginning in September and weekly thereafter, expand the range of options for staff recognition and rewards tied to their contributions toward improving student success by: <ul style="list-style-type: none"> Extending the use of recognition and rewards to students tied to improving attendance, behavior, and achievement. Continuing the attendance committee and empowering them with further implementation of the attendance/participation action plan In collaboration with the school-based distributed committees, the Project GRAD program staff will participate in the development of a staff/student improving attendance mentor program for high-risk students (attendance, behavior, over-age) Monitoring teacher attendance and ensure that teachers regularly review teacher attendance data with recognition at monthly staff meetings Conferencing with teachers whose attendance rate exceeds the school's goal Providing opportunities for staff input into the reform strategies implemented Monitoring student attendance weekly 	3,5	Beginning September 2011 and weekly thereafter to June 2012 Monthly September 2011- June 2012 To be completed by September 30 th , 2011 Monthly September 2011- June 2012 Monthly September 2011- June 2012 Monthly September 2011- June 2012 Weekly September 2011-June 2012	Principal, Assistant Principals, Project GRAD, Learning Team, and/or PBIS Team, and/or Attendance Team	See 1.6a	
2.1 Use the MOU developed July, 2010 to guide teacher assignment and removal. Other needs for operational flexibility will be resolved via solution focused monthly meetings of key stakeholders.	2, 3	Monthly beginning August 2011 through June 2012	Principal / Regional Executive Specialist	NA	
2.2 The revised teacher evaluation system constructed as a result of the 2010 MOU with the teachers union will be piloted at James Madison Academic Campus (see attachment for details of MOU of evaluation system). <ul style="list-style-type: none"> The Principal will ensure that all staff are aware of the district's new Teacher Evaluation System to ensure teacher understanding of what is expected and when observations will take place. Principal will create a monthly calendar of scheduled teacher observation. 	3,13	Ongoing, July 2011 through June 2012 Completed by September 1, 2011 Completed by September 30, 2011	Principal / Regional Executive Specialist, Regional Coordinator of C&I, School Staff	NA	
3.1 A .5 School Improvement Monitor will be assigned to intensively monitor implementation of fidelity checks in academics and with the universal screeners in literacy and mathematics. In addition, ELA and Mathematics classrooms at levels Tier 1 and Tier 2 will be intensively monitored on a bi weekly rotating schedule. The School Improvement Monitor will work in tandem with assigned Regional C&I Coordinator to conduct instructional observations, collaborate with the principal to provide feedback to the teacher. The principal will be able to use the feedback as a component of the teacher's evaluation.	2,3,4,13	Assigned by August 30 th , 2011 Biweekly starting September, 2011 September 2011-June 2012	Principal, Regional Executive Specialist, School Improvement Monitor, Regional C&I coordinator, Regional Director of School Support, SIG Facilitator, Support- Project GRAD, Literacy Specialist, Math Specialist,	\$74,926 .5 FTE School Improvement Monitor	

School Name Madison Academic Campus		Reform Model Transformation			
<p>Teachers who are challenged in specific areas will be offered professional development linked with a professional development plan created collaboratively by the teacher and the principal based on the findings of the instructional observation.</p> <p>The principal will monitor and provide ongoing documentation of teacher growth.</p>		Monthly September 2011-June 2012			
		Quarterly September 2011-June 2012			
<p>4.1 Contract with Project GRAD for the following services:</p> <ul style="list-style-type: none"> • WKCE preparation for tenth grade students • MAP preparation for all students • Summer bridge planning and implementation for incoming 9th grade students • Summer Institute planning and implementation for rising 10th grade students • Professional development and onsite coaching for literacy and math instruction • On site College Access Coordinator and services <p>Project GRAD will :</p> <ul style="list-style-type: none"> • Attend all staff meetings as a valued partner provide input and collect feedback • Attend Learning Team meetings as a valued partner • At the beginning of the school year, co-present an analysis of baseline reports on math, literacy, attendance, behavior of students and SAIL indicators from all grades to Principal and at Learning Team meetings; • Collaborate with Learning Team, Intervention Teacher and other Project GRAD staff to introduce MAP/WKCE 7-Week Blitz, identifying targeted students for math and literacy interventions and related assessment strategies. • Collaborate with the regional and school staff to align professional development • Facilitate whole-school development of classroom rules, procedures, rewards and consequences; • Conduct quarterly walk-throughs to assess implementation strengths and areas requiring reinforcement • Facilitate the development of 5-year plans with freshman students who will plan their pathways with milestones created to ensure college success. • Quarters 2-4--Continue presentations of lagging data report, and high-yield professional development strategies for addressing those needs identified during quarterly walk-throughs by both administrators and Project GRAD (i.e. differentiated instruction, classroom management) to achieve targets in the next quarter 	4,7	<p>Beginning July 1, 2011 through June 30, 2012</p> <p>Completed by beginning of district WKCE assessment window</p> <p>Completed by beginning of district MAP assessment window</p> <p>Completed by September 1st, 2011</p> <p>Monthly Planning beginning 2nd Semester January 2012</p> <p>See attachment, PD calendar</p> <p>At least monthly, beginning September 2011-June 2012</p> <p>Monthly, beginning September 2011-June 2012</p> <p>Monthly, beginning September 2011-June 2012</p> <p>Completed by September 30, 2011</p> <p>August, Mid-October, End of January, Mid May</p> <p>See attachment, PD Calendar</p>	<p>Director of District and School Improvement, Executive Regional Specialist Project GRAD,</p> <p>Support-Reading Intervention Teacher, Project GRAD College Access Coordinator, PBIS Coach, Programmer/Guidance Counselor</p>	\$316,000 contract	

School Name Madison Academic Campus			Reform Model Transformation		
<p>4.2a Principal in collaboration with Project GRAD and appropriate school staff will ensure that Madison Academic Campus' professional development calendar aligns with the district's professional development plans. The school's professional development calendar will have dates, times, location and topics and will be based on the instructional needs of the staff.</p> <p>Mac's PD calendar will reflect department and whole-school needs (attachment). Project GRAD program staff will meet with department teams and provide consultative support around the topics of tiered assessments, differentiation, and WKCE alignment and practice. At least quarterly, the JMAC Learning and Leadership Teams will review, evaluate and revise the plan as necessary based on feedback from program monitoring and staff evaluation.</p>	4	<p>To be completed by August, 2011</p> <p>Quarterly beginning September 2011-2012</p>	Principal, Assistant Principal, Regional C&I, ICL, ICM, Department chairs, Project GRAD staff	NA	
<p>4.2b Collaboratively plan professional development to ensure alignment across providers and content teacher (department) needs. An Instructional Coach Literacy (ICL) and an Instructional Coach Math (ICM) will work with the vendor, regional team and school to design professional development in:</p> <ul style="list-style-type: none"> • Literacy, including writing, CLP, and CCSS • ClasStat (data-based decision making) • MPS Comprehensive Math and Science plan • WKCE and MAP preparation (includes paras and other possible proctors) • Create a PD calendar for the 2011-2012 school year • Opening day procedures • Ninth grade student orientation 	4	<p>Monthly beginning September 12th–June 2012</p> <p>Calendar to be completed by August 29, 2011</p> <p>ClasStat training by October 2011</p>	Regional Coordinator of C&I Principal, Project Grad, Instructional Coach Literacy, Instructional Coach Math, Learning Team	.5 FTE ICL \$55,600 (includes benefits) .5 FTE ICM \$55,600 (includes benefits) Learning Team to be compensated at regular pay rate	
<p>4.3 Collaboratively deliver professional development and instructional coaching in reading and mathematics to ensure that all professional development is aligned to the Comprehensive Literacy Plan (CLP) and Comprehensive Math and Science Plan (CMSP). Madison Academic Campus' professional development plan will involve all teachers in the following areas:</p> <ul style="list-style-type: none"> • ELA (CLP) • Math (CMSP) • Science (CMSP) • Social Studies • Electives <p>Project GRAD will facilitate the delivery of topics delineated in the professional development plan to the following staff:</p> <p>New Teachers-</p> <ul style="list-style-type: none"> • Introduction of adopted instructional strategies and initiatives previously presented to staff in 2010-2011 • Opening/closing procedures • Equitable questioning • Cooperative learning • Group management • Reading strategies across the content areas (8 hours of training) <p>Entire staff</p> <ul style="list-style-type: none"> • Opening of School procedures • Review of adopted instructional strategies and renew 	4	<p>Beginning August 2011-June 2012</p> <p>Based on calendar to be created by August 29, 2011</p> <p>Completed by October 2011</p> <p>Completed by October 2011</p>	Principal, Vendor, Regional Executive Specialist, Regional Coordinator of C&I, ICL, ICM, Department Chairs	NA	

School Name Madison Academic Campus		Reform Model Transformation			
<p>commitment for usage (2 hours of training)</p> <ul style="list-style-type: none"> Establishing classroom rules/procedures (2 hours of training) <p>Entire staff(Quarter 1)-</p> <ul style="list-style-type: none"> Refine foundation strategies from 2010-2011; differentiated questioning; reciprocal teaching <p>Entire staff (Quarter 2)—</p> <ul style="list-style-type: none"> Tiered Assignments/the critical question; keeping track of assignments <p>Entire staff (Quarter 3)—</p> <ul style="list-style-type: none"> Reinforce planning student choices/stations; revisit cooperative learning/teaching social skills; compacting curriculum <p>Entire staff (Quarter 4)—</p> <ul style="list-style-type: none"> Putting It All Together; Question Exploration Guide <p>Department specific strategies on quarterly themes provided monthly during core curricula department meetings in collaboration with chair, ICL and ICM, and regional instructional staff</p> <p>Job-embedded—</p> <p>Based on quarterly walk-throughs, Project GRAD program staff may provide modeled lessons to demonstrate presented strategies</p>		<p>Completed by the end of January 2012</p> <p>Completed by the end of March 2012</p> <p>Completed by June 2012</p> <p>Quarterly beginning September 2011</p>			
	4	<p>July 1, 2011 through June 1, 2012</p> <p>Based on calendar to be created by August 29, 2011</p>	Principal Regional Executive Specialist Regional C&I Assistant Principals Teachers	\$147,925 Part-time certificated, Rotating teachers budgeted in LEA section	
	4,7	<p>By September 9, 2011 the assigned Instructional Coach Literacy and Instructional Coach Math will meet with vendor.</p> <p>Quarterly, beginning in September 2011-June 2012</p>	Project GRAD staff, ICL, ICM, and Regional C&I, DIFI Supervisor	NA	
	4	<p>Calendar alignment completed by August, 2011</p> <p>Monthly 2011-2012 Rotating teachers will support schools monthly beginning September 26, 2011.</p>	Principal, Learning Team members, Project GRAD staff, ICL, ICM, Rotating teachers, RtI Specialist	Rotating Teachers listed in District	

School Name Madison Academic Campus			Reform Model Transformation		
<p>4.7 Beginning in July and monthly thereafter teachers will receive research-based professional development before the start of the school year, after school and Saturdays to improve their skills in:</p> <ul style="list-style-type: none"> • Data-driven instruction • efficacy • literacy • mathematics <p>Feedback from quarterly walk-through data, meetings with Leadership and Learning team, and SIG Facilitator's monthly summary reports will be used to inform the development of the extended professional development opportunities.</p> <p>The Project GRAD program staff and school-based staff will collaboratively plan the presentations and assist with increasing teacher/staff participation.</p>	4	Monthly beginning July 2011- June 2012	Principal, Regional Executive Specialist, ICL, ICM, Project GRAD, Regional C&I,	NA	
<p>4.8 Beginning in September, Project GRAD, ICL, ICM, will provide coaching to teachers who need support to implement new practices, including:</p> <ul style="list-style-type: none"> • modeling, • co-planning • co-teaching • observation of independent teaching with feedback • monitoring • observation of peer classrooms <p>In addition, we will provide professional development for staff members educating students in a co-teaching environment (special education and regular education teachers).</p> <p>Project GRAD will meet monthly with coaches to build their capacity for coaching and supporting teachers. Project GRAD program staff will shadow coaches and provide feedback on their participation in coaching conferences and department meetings.</p> <p>Quarterly professional development will be provided to content coaches on topics including coaching skills, examining student work, building teacher leaders, and other topics identified by principals and regional staff.</p>	4	<p>Weekly beginning, September 2011- June 2012</p> <p>Twice a semester beginning October 10, 2011</p>	Principal, Project GRAD staff, ICL, ICM, Regional C&I, Special Education Supervisor, School Improvement Monitor		
<p>5.1a The Principal in collaboration with Project GRAD and appropriate school staff will create an instructional schedule in each subject area. The schedule will outline units to be taught, the standards and key ideas within the unit, as well as time frame, and end of unit common formative assessment to measure students' understanding.</p> <p>The schedule will be aligned with the district assessment and professional development calendars.</p>	4, 7, 8	Completed by September 1, 2011	Principal, Assistant Principal, Regional C&I, ICL, ICM, Department chairs, Project GRAD staff	NA	
<p>5.1b Students in 9th and possibly 10th grade (based on enrollment in classes) will receive an additional class size reduction teacher in literacy and mathematics at each grade level to reduce the approximate class size from 40 students to 30 students per literacy and math class.</p>	2	Additional staffing should be completed by August 2011	Human Resources, Regional Executive Specialist, Principal, Guidance Counselor/Programmer	\$202,182(includes benefits) 2.0 FTEs class size reduction literacy and math teacher	

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5.2 English Language Arts and Mathematics teachers will meet bi-weekly to collaboratively plan instructional units based on common course plans and pacing guides that are aligned to Common Core Standards and the MPS Comprehensive Literacy and Math plans. <ul style="list-style-type: none"> Created units with differentiated activity options will be placed on the JMAC Intranet Other content areas will meet according to contract	4	Bi-weekly beginning September 12, 2011 – June 2012	Department Chairs, ICL, ICM, Assistant Principals in charge of departments, IT personnel	Part-time certificated funding for meetings after contract month time	
5.3 Use collaborative planning time to analyze student data, monitor student growth, and plan appropriate support. <ul style="list-style-type: none"> The learning team will meet twice a month to monitor student progress Project GRAD will attend learning team meetings to provide input and receive feedback on intervention strategies and outcomes. ICL and ICM will meet with departments monthly to analyze student data and plan support The principal will ensure that all staff understand the school's plan for improvement and their roles in meeting the goals established with quarterly updates.	8	Bi-Weekly beginning September 12, 2011 through June 2012 Monthly beginning September 2011 Quarterly beginning in August 2011-June 2012.	Principal, Vendors, DIFI Supervisors, RTI Specialists. ICL, ICM, Math and Reading Intervention Teachers, Learning Team, classroom teachers, School Improvement Monitor	Learning Team to be compensated at part-time certificated rate.	
5.4 Beginning in September, Project GRAD will continue to provide services to students at Madison Academic Campus through the College Access Coordinator by: <ul style="list-style-type: none"> Providing bi-monthly career exploration, bi-monthly college visits, college application support, and after school ACT prep. Assisting students in the completion of FAFSA, and summer job applications Increasing students' exposure to college and career opportunities College Access Coordinators will provide support to the 9th grade Seminar class by presenting college/career awareness lessons and providing guest speakers College Access Coordinators form teams of volunteers to meet individually with all 9th grade students to develop their 5-year plan (9th - 1st year of college goals and tracking of accomplishments) and review other Naviance information College Access Coordinators will assist in identifying students for credit recovery and Project GRAD coordinator, along with school personnel, will monitor completion rates and maximum usage of the e2020 program 	7, 12	2011-12 school year Bimonthly beginning September 2011-June 2012 Monthly beginning January 2012 Bimonthly beginning September 2011-June 2012 At least twice a semester September 2011-June 2012	Principal, Project GRAD staff, and College Access Coordinator	NA	
5.5 Provide WKCE, MAP test, and ACT preparation activities. At the start of the Fall semester, a seven-week WKCE/MAP Blitz will be implemented as a collaborative effort among the Leadership and Learning teams, school staff, and Project GRAD as a strategy for meeting or exceeding targets. Features: <ul style="list-style-type: none"> Special recognition for students, parents and teachers MAP group/class competition 	7, 8,9	July 1, 2011 through June 13, 2012, Map Prep PD by September 9, WKCE by October 21, ACT prep PD done by April 5 Before and after each assessment	Principal, Project Grad, ICL, ICM, learning team members, teachers, DIFI, District C&I Coordinator, Parents, Math Specialist, Literacy Specialist	Vendor Contract	

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<p>Communication:</p> <ul style="list-style-type: none"> • Grade-level assemblies about the importance of the test(s) and incentives • Individual student data chats, setting personal goals • Student/parent conferences • Visual reminders posted in halls • Auto dialer messages <p>Planning:</p> <ul style="list-style-type: none"> • Initial planning session held in June 2011 • Buy-in and logistics during July 2011 planning meeting • Project GRAD will provide WKCE formatted practice materials • Targeted bubble students identified before beginning of school • Staff kick-off during Opening of School professional development <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Work with 10th grade departmental teachers on scope/sequence of WKCE objectives to be taught during 7 weeks • WKCE Saturday or after-school tutoring • The intervention program assessments will be implemented every two weeks through October (during the 7 Week-Blitz) and at least monthly thereafter to measure student performance and intervention progress. • Assessment data will be analyzed by the Intervention Teachers, SIG Facilitator and Project GRAD every two weeks. • The intervention assessments analyses will inform instructional practice of the regular and intervention reading and mathematics teachers. • The learning team will monitor all intervention analyses and subsequent instructional practices that were modified. • Project GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation <p>Spring Blitz</p> <ul style="list-style-type: none"> • The Blitz will be repeated for the Spring MAP assessments and the ACT. • College Access Coordinators will implement ACT test 		<p>window; September 2011- October 2011, December 2011-January 2012, April 2012-May 2012</p> <p>Before and after each assessment window; October 2011, January 2012, May 2012</p> <p>To be completed June 2011 To be completed July 2011 To be completed by November 2011</p> <p>To be completed by September 1, 2011 To be completed by September 1, 2011</p> <p>Completed by September 30, 2011</p> <p>Beginning September 2011- November 2011</p> <p>Bi-weekly from September 2011 – October 2011. Monthly beginning November 2011-June 2012</p> <p>Bi-weekly from September 2011- June 2012</p> <p>Biweekly from September 2011- June 2012</p> <p>Monthly beginning October 2011-June 2012</p> <p>Monthly beginning September 2011- June 2012</p> <p>Planning to begin by February 2011, Implementation to begin by March 1,</p>			
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prep beginning the spring semester.		2011.			
<p>5.6 The Ninth Grade Academy will be established in a separate area of the school building for the purposes of:</p> <ul style="list-style-type: none"> • Providing continuous communication among 9th grade teachers and students for setting high expectations, consistent rules/procedures, examination of student work, and development of student intervention plans • Providing a relationship with a consistent group of staff and provide individual solutions to attendance/behavior/academic engagement issues • Reducing student anonymity • Improving the transition into high school and increasing on-time promotion to 10th grade • Increasing the cohort survival rate for high school graduation and college success • Facilitating a 9th grade seminar class that features support from the Project GRAD College Access Coordinator, college/career exploration curriculum, 5-year plan development, and guest speakers <p>The Project GRAD Turnaround Officer and program staff in collaboration with school leadership and the Regional Specialist will facilitate dialogs about student-centered approaches, PBIS implementation, and instructional planning that sustains best practices and institutionalizes the Ninth Grade Academy.</p> <p>First time 9th grade students who are likely to struggle in language arts literacy or mathematics will receive intervention using reading and math Intervention Programs, and other instructional strategies to address their particular learning needs.</p>	7,8	<p>Daily, beginning September 2011 through June 2012</p> <p>Monthly beginning September 2011- June 2012</p> <p>Identified by September 1, 2011</p>	Project Grad, Principal, 9 th grade teachers, Regional Executive Specialist, ICM, ICL, Reading Intervention Teacher, Math Intervention Teacher, PBIS Coach/Team, Assistant Principal, guidance counselor		
<p>6.1 Extended Programs</p> <p>The district and Project GRAD will provide summer extended learning programs for incoming 9th and 10th grade students.</p> <ul style="list-style-type: none"> • The district and Project GRAD will provide a Summer Bridge for incoming 9th graders during August 2011 to orient them to high school expectations and procedures while enhancing their readiness for Algebra and literacy. <ul style="list-style-type: none"> ○ Participating students will be administered a pre/post test to measure their readiness and progress in algebra and literacy. The assessment data will be analyzed and documented in their Five Year Plan and for determining future instructional strategies. • The district and Project GRAD will provide a Summer Institute for rising 10th graders during the summer of 	2,7,11	<p>August 2011- August 2012</p> <p>Summer Bridge- August 2011</p> <p>Summer Institute- June 2012-August 2012</p>	Project GRAD, Principal, Regional Executive Specialist, Literacy Specialist, Regional C&I, Summer Bridge and Summer Institute Staff	Vendor Contract	

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<p>2012. The institute will be designed to enhance student's skills in math, literacy, science in preparation for the WKCE and to provide college access and career exploration experiences.</p> <ul style="list-style-type: none"> Participating students will be administered a pre/post test to measure their performance progress in math, literacy and science. The assessment data will be analyzed and documented in their Tenth Grade Student Plan for determining future instructional strategies. Project GRAD will collaborate with district specialists to provide a school-wide summer reading program for the summer of 2012. 		Beginning second semester , January 2012-June 2012			
<p>6.2 In August, all freshmen students and their parents will participate in a forum at Madison Academic Campus as a part of the Summer Bridge Program to focus on high school transition, preparing for the MAP Assessment, Ninth Grade Academy, and college/career readiness. There will be a make-up orientation meeting for those students and parents who do not attend the forum.</p> <p>The College Access Coordinator and guidance counselors will:</p> <ul style="list-style-type: none"> Inform parents about required courses to prepare their child for college. Share with students and parents a college/career rubric to assist with planning required coursework for graduation and college access <p>All freshman students will map their pathway with milestones created to ensure college access and to prepare them to complete their personalized Project GRAD 5-year plan</p>	7, 11	<p>5 year plans to be completed by August, 2011; make up plans completed by September 2011</p> <p>Plans to be monitored quarterly in conjunction with class selection process October 2011-June 2012</p>	Principal, Project GRAD staff, College Access Coordinator, guidance counselors	NA	
<p>6.3 Pilot Eighth Grade Acceleration Program</p> <p>As a preliminary component of the Madison Ninth Grade Academy, JMAC will partner with a selected neighboring Middle School to identify twenty (20) eligible Eighth grade students who scored proficient or above on the state test by March 2012. Those students will be invited to participate in the JMAC Jump Start Pilot Program. The program includes early exposure to the Ninth Grade Academy staff, concept of high school credits, and the JMAC facility.</p>	7,8	<p>Middle school identified by December 2011</p> <p>Students identified by March 2012</p> <p>Twice beginning April 2012-June 2012</p>	Principal, Project GRAD, Guidance counselor, Ninth Grade Academy Staff		
<p>6.4 The JMAC Success Academy will be established to address students' academic and behavioral needs which are driven by various factors that cause them to struggle including adolescent parenting, unemployment, disassociation, being overage and disaffectedness. All students will have access to the JMAC Success Academy. The Success Academy will offer opportunities for additional instruction in core subject areas, as well as restorative practices. The program will be implemented in one of two ways: 1) A student can take advantage of the 4:00 – 7:00 Academy to make up for lost instruction. 2)</p>	7, 8, 9	<p>August, 2011 through June 13, 2012</p> <p>Plan and set-up completed by August 30, 2011</p> <p>Implementation daily beginning September, 2011</p>	Principal, Leadership Team, Learning Team, Project GRAD, School Staff, Parent/Community Advisory Council, guidance counselors	\$70,000 (\$60,000 in part time certificated for staffing and \$10,000 for supplies and instructional materials)	

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Students who have violated school policies and have been suspended will be offered the opportunity to participate in the success academy. If the violation warrants a suspension, the suspension will be issued with the opportunity for students to reduce the length of the suspension through participation in the after school JMAC Success Academy. The JMAC Success Academy will follow all special education rules and regulation regarding suspension.

- The Academy's hours are between 4:00 p.m-7pm, Monday through Friday.
- Students may participate in the Academy in addition to their regular school day. Students who have received a suspension may participate in the Academy with the understanding that the suspension will remain on file.
- The length of the suspension maybe modified after participation in the Academy at the discretion of the school administrator.
- JMAC Success Academy renders redirection to students without having a punitive overtone because it allows students to remain current with class assignments, receive credit for attendance, yield professional support, and reflect on the expectations of productive behavior.

Project GRAD Coordinator will coordinate school-based resources and/or broker community resources to assist with the development of a mentor component for students who are repeat attendees.

At the end of each month beginning September 30, 2011, the principal will submit reports to the DIFI Supervisor assigned to the Metro Region. The quarterly reports will include but not limited to the following:

- Daily reports including names and grade levels of students served.
- Student attendance and suspension rates
- Proficiency scores on 2011 WKCE and MAP 2011-12

JMAC Success Academy attendance data will be collected and monitored by the principal daily

Mentor component developed by
October 1, 2011

7.1 Beginning in September and daily thereafter, struggling students in 10th through 12th grades will receive support through reading and math Intervention programs, e2020 and other instructional approaches matched to their particular learning needs. Struggling students are defined as those scoring less than proficient on WKCE and/or MAP.

The reading and mathematics intervention program assessment tools will be used to measure student performance and intervention progress.

7,8,9

Beginning in September 2011 and 3xs weekly through June 2012.

Weekly beginning in September 2011-
June 2012

Principal, Reading Intervention teacher, Math intervention teacher, Project GRAD, SIG Facilitator, Learning team members, Regional C&I, ICL, ICM, Literacy Specialist, Math Specialist, School Improvement Monitor

\$2000

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Assessment data will be analyzed by the Intervention Teachers, SIG Facilitator and Project GRAD every two weeks		Every two weeks beginning in September 2011-June 2012			
The intervention assessments analyses will inform instructional practice of the reading/mathematics regular and intervention teachers.		Bi-Weekly beginning in September 2011-June 2012			
The data will inform the Principal, the students and their regular teachers.		Monthly beginning October 2011- June 2012			
The Learning Team will monitor the analyses of the assessments (both reading and mathematics) and the subsequent adjustments to the instructional strategies.		Monthly beginning October 2011- June 2012			
7.2 Strengthen instructional programming and learning time for struggling learners.	8, 9	Quarterly September 2011 through May 2012	Principal, vendor, School Improvement Facilitator, programmer/guidance counselor		
Beginning in August, Madison Academic Campus will use the newly adopted master schedule to establish time for implementing the strategy of double dosing of reading and math instruction.		To be completed by September 1, 2011. Double dosing to begin September 1 st .			
Research-based computer assisted instruction will be used to accelerate reading and mathematics as a means for supporting students who scored minimal or basic on MAP and/or WKCE.		Quarterly beginning September 2011- June 2012			
7.3 Beginning in September:	7,8,9	Beginning September 2011-June 2012	Principal, Intervention teacher, Project GRAD, School Improvement Monitor	\$25, 000 materials, supplies	
<ul style="list-style-type: none"> Use Reading Intervention Programs to accelerate the acquisition of reading skills to meet or exceed 2011-2012 WKCE goal of 35% proficiency for Tenth Grade Using a Math Intervention Program to increase the acquisition of math skills to meet or exceed 2011-2012 WKCE goal of 24% proficiency for Tenth Grade The Intervention Programs will be used to help achieve all school wide MAP targets for 2011-2012 starting with the Fall School wide VA targets in mathematics above 216.1 and school wide VA targets in reading above 212.9. Continue e2020 programming and GED programming for credit recovery to reduce by 5 % the number of students identified as high risk based on total quality credits. 		July 1, 2011 through June 13, 2012	Principal, Project GRAD, Intervention Teachers, Instructional staff for e2020 and GED	Reading programs: Lexia \$15,500	
The intensive monitoring for fidelity of implementation will be facilitated by the Learning Team supported by Project GRAD Turnaround Officer.		Daily Intervention September 1, 2011 through June 14, 2012		Reading Plus \$29,500	
<ul style="list-style-type: none"> Turnaround Officer will monitor data on student progress and report to Learning Team Project GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation of <ul style="list-style-type: none"> Student learning plans Small group instruction Computer-based instruction 				Math program: \$19,750	

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○ Performance assessment					
<p>7.4 Provide direct student intervention in reading, mathematics and credit recovery.</p> <ul style="list-style-type: none"> 1 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher Intervention teachers for math and reading will be assigned to the school through central office <p>Project GRAD will work collaboratively with the Intervention Teachers to:</p> <ul style="list-style-type: none"> Analyze student data Evaluate all student performance assessments Generate reports for the principal and learning team Identify targeted students for interventions implement adopted strategies; use feedback from data to make adjustments in their instructional strategies and subsequent PD 		2,7, 9	August 30, 2011 through June 13 2012 Daily intervention	Regional Coordinator of C&I Principal, Reading Intervention Teacher, Math Intervention Teacher, School Improvement Monitor	\$101,091 1.0 FTE Reading Intervention Teacher \$101,091 1.0 FTE Mathematics Intervention Teacher
<p>7.4a Provide a Reading Intervention Teacher to increase students' reading skill development (Tier II Supplemental Intervention/Early Intervening Services academic support).</p> <ul style="list-style-type: none"> Focus on reading skills to meet or exceed 2011-2012 WKCE (goal of 35% proficiency) for Tenth Grade; and Exceed the 2011-2012 Fall MAP VA target of above 212.1 school wide. The school will identify and provide support for students who previously scored in the minimal category on the language section of the MAP assessment. In collaboration with the ICL, Project GRAD, and provider, the Intervention Teacher will focus on student performance and outcomes. Reading intervention program assessment tools will be used to measure student performance and intervention progress. DAZE progress monitoring tools will be used to monitor student progress on interventions The intervention program assessments will be implemented every two weeks through October (during the Seven Week-Blitz) and at least monthly thereafter. RTI Exceed will be used to gather progress monitoring data. Intervention teachers will enter progress monitoring data at least biweekly Assessment data will be analyzed by the Intervention Teachers, SIG Facilitator and Project GRAD every two weeks. The intervention assessments analyses will inform instructional practice of the regular and intervention reading teachers. The data will be used to determine if a student should continue or be dismissed from the intervention group. The learning team will monitor all intervention analyses and subsequent instructional practices that were modified. 		7,8,9	<p>School staff will provide interventions at least 3X a week, beginning by September 24th, SIG intervention teachers will be assigned by September 1, 2011. Intervention students will be identified by the start of the school year.</p> <p>Weekly beginning September 2011 - June 2012</p> <p>Biweekly September- October; monthly starting November 2011-June 2012</p> <p>Biweekly September 2011- June 2012</p> <p>Biweekly September 2011-June 2012</p> <p>Monthly September 2011-June 2012</p>	Principal, Assistant Principal, Reading Intervention Teacher, Project GRAD staff, ICL, Literacy Specialist, SIG Facilitator, RTI specialist, Learning Team Members, School Improvement Monitor	

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<ul style="list-style-type: none"> Project GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation. 		<p>Monthly September 2011- June 2012</p> <p>Monthly September 2011-June 2012</p>			
<p>7.4b Provide Math skill development through the Math Intervention Teacher (Tier II Supplemental Intervention/Early Intervening Services academic support).</p> <ul style="list-style-type: none"> Use of a Math Intervention Program to accelerate the acquisition of math skills to meet or exceed 2011-2012 WKCE (goal of 24.9% proficiency) for Tenth Grade; and exceed the 2011-2012 Fall MAP VA target of 216.1 school wide. The school will identify and provide support for students who previously scored in the minimal category on the mathematics section of the MAP assessment. In collaboration with the ICM, Project GRAD, and provider, the Intervention Teacher will develop individualized student learning plans including follow-up or additional intervention strategies The mathematics intervention program assessment tools will be used to measure student performance and intervention progress. The intervention program assessment will be implemented every two weeks through October (during the Seven Week-Blitz) and at least monthly thereafter. Assessment data will be analyzed by the Intervention Teachers, SIG Facilitator and Project GRAD every two weeks. The intervention assessments analyses will inform instructional practice of the reading/mathematics regular and intervention teachers The learning team will monitor all intervention analyses and subsequent instructional practices that were modified. Project GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation 	7,8,9	<p>August 30, 2011 through June 13 2012</p> <p>Daily intervention</p>	<p>Principal, Assistant Principal, Math Intervention Teacher, Project GRAD staff, ICM, Math Specialist, SIG Facilitator, RTI specialist, Learning Team Members , School Improvement Monitor</p>		
<p>7.4c Tutoring will be provided to 9th and 10th grade students who are performing at minimal or basic in reading and math on the WKCE and/or MAP and 11th and 12th grade students who are overage and under credited.</p> <ul style="list-style-type: none"> Tutoring will be provided by the reading and mathematics Intervention programs to accelerate the acquisition of reading and math skills of students performing below proficiency on WKCE and/or MAP. The use of e2020 programming and GED programming will 	8, 9	<p>At least weekly from October 2011 through May 2012</p>	<p>Principal, vendor, School Improvement Facilitator, staff</p>	<p>Vendor Contract (Bus tickets and teacher compensation for after school tutoring)</p>	.

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be accelerated to significantly reduce the number of students identified as overage and under credited.					
<p>7.4d Beginning in September and daily thereafter, there will be opportunities for flexible school day hours to make credit recovery and JMAC Success Academy options readily available for interested students. New hours for the school day are 8:30 am–7:00 pm and will attract and encourage credit deficient students to the Madison Academic Campus.</p> <p>The courses offered are mathematics, science, social studies, English, physical education and art. These courses are required for graduation.</p>		2,7,9	At the end of each mark period, students that are in need of credits will be offered credit recovery options, ongoing September 2011- June 2012.	Principal, Assistant Principals, Teachers, Guidance counselor, Regional C&I, ICM, ICL Regional Executive Specialist, Project GRAD	\$30,000 (part-time certificated, includes benefits)
<p>8.1 Continue to provide ongoing family and community engagement activities.</p> <ul style="list-style-type: none"> Repeat the Walk for Success Continue GRAD Parent University monthly sessions Create a parent/community advisory council <ul style="list-style-type: none"> Engage local community organizations and businesses in ownership of the school's progress through events, sponsorships, conferences and rallies to create a sense of commitment to the success of the school's children on behalf of the community. Use the College Access Coordinator to provide career and college information to students and families. 		11	<p>August 30, 2011 through June 13, 2012</p> <ul style="list-style-type: none"> Plan WfS by April 2012 GPU starting September 1, 2011 Council established by September 30th, 2011 <p>Monthly, September 2011-June 2012</p>	Project Grad staff, College Access Coordinator, Principal, Learning Team, Governance Council	Vendor Contract
<p>8.1a "The Walk for Success" to the homes of incoming ninth grade students and families will continue in the summer of 2012</p> <ul style="list-style-type: none"> WfS Planning and volunteer recruitment will occur in the spring of 2012 led by the College Access Coordinator The Walk will increase parental involvement and familiarize students and parents with JMAC's policies, procedures, expectations and academic goals Volunteers talk to parents and students about Madison Academic Campus. Through a questionnaire, parents are asked to identify skills and supports needed for themselves and their children. 		11	<p>March-June 2012</p> <p>Plan/Recruitment Completed by April 2012</p> <p>Questionnaires will be collected and summarized by September 1, 2012</p>	College Access Coordinator, Parent/Community Advisory Council, Principal	
<p>8.2 Madison Academic Campus will host parent/student activities to encourage a sense of family and community. The activities include:</p> <ul style="list-style-type: none"> Parent University Parent Advisory Council Parent/student activity night 		11	<p>Once a semester, September 2011-June 2012</p> <p>PAC meetings monthly October 2011-June 2012</p>	Principal, Learning Team, Project GRAD, Parent Advisory Council	Vendor Contract (Funding for materials, supplies, and meals)

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<p>8.2a Beginning in August and monthly thereafter, the College Access Coordinator will make parent/family connections with Madison families</p> <ul style="list-style-type: none"> By coordinating the Parent University information sessions, parent training programs, and parent outreach. <ul style="list-style-type: none"> Work with Parent Advisory Council to identify needed sessions and a PR campaign to recruit parents Recruit and train teachers/presenters <ul style="list-style-type: none"> Promote the importance of parent involvement with school personnel for the purpose of providing effective methods and tools for working with parents as equal partners. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child's education. Schedule sessions Develop catalog of offerings Coordinate mail-outs, auto-dialer, and other PR efforts <ul style="list-style-type: none"> Suggested topics include strategies parents can use to help their child(ren) in school, PBIS, RtI, MAP, WKCE, transcript review and other tools for parents. All activities will take place at Madison Academic Campus Inform and train parents/families of opportunities to increase their desired skills and knowledge. <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. Parent education classes, providing resources, adult education classes for the purpose of being actively involved in their child's education. 	11	Monthly, September 2011-June 2012	Principal, Project GRAD staff, College Access Coordinator, Regional Executive Specialist, Regional C&I, RtI Specialist, ICM, ICL, Parent Advisory Council, PBIS Coach/Team	NA	
<p>9.1 Madison Academic Campus will comply with all Corrective Action Requirements including;</p> <ul style="list-style-type: none"> Bolstering the implementation of PBIS with addition of Tier 2 interventions (including online documentation on the RtI Exceed. Where applicable JMAC will exercise its status as an instrumentality charter school. 		Beginning July1, 2011 through June 13, 2012	Principal, DIFI Supervisor, PBIS Coach, RtI Specialist, PBIS Team, Regional Social Worker, School Staff	\$5,000 for supplies, materials, and programs	

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<p>9.1a By July 2011, JMAC will have identified the PBIS Leadership Team members and expand team leadership to co-facilitators. The team will begin to:</p> <ul style="list-style-type: none"> • Create a schedule for PBIS leadership meetings prior to the school day. • Identify PBIS Tier II Team members. • Review school rules and the student behaviors that will be addressed by the teacher and those that will be addressed by the office. • Provide additional professional development for all staff in PBIS Tier I. • Provide intensive professional development for the PBIS Team with a focus on teaching expectations, communication, and use of data. • Implement Tier II interventions. • Use the new school schedule to identify a regular time for teaching behavioral lessons. <p>The Project GRAD Turnaround Officer/designee will attend the Leadership Team meetings, attend PBIS professional development and keep abreast of PBIS committee progress. Evidence of classroom implementation of PBIS strategies will be included in the walk-throughs.</p>	4,7	<p>Team established by August 30th, 2011</p> <p>Monthly schedule set by September, 2011</p> <p>Team selected by September 2011</p> <p>Rules reviewed by August 30th, 2011</p> <p>Completed by October 2011</p> <p>Completed by October 2011</p> <p>Beginning October 2011</p> <p>Schedule set by August 30th, 2011</p> <p>Monthly beginning September 2011</p>	Principal, Assistant Principal, External PBIS Coach, PBIS Teams, Project GRAD, Staff	NA	
<p>9.1b Project GRAD will facilitate teachers' development of classroom expectations, rules, procedures, and acknowledgements.</p> <ul style="list-style-type: none"> • During opening of school professional development • Job-embedded coaching • Collaborate with District PBIS coach, PBIS team, and staff to ensure development of consistent expectations, rules, procedures and acknowledgement system 	4,7	Prior to start of school and strategically during year as needed	Principal, Assistant Principal, ICL, ICM, Project GRAD, PBIS Coach	NA	
<p>9.2 Madison Academic Campus will also comply with other Corrective Action Requirements including the following:</p> <ul style="list-style-type: none"> • Continued implementation of Response to Intervention (including online documentation on the RtI Exceed) • Highly qualified staff assigned appropriately for all courses • Continued implementation of Restorative Justice • Continuing the attendance committee and charge them with further implementation of attendance action plan for students and staff 		Spring 2012 Restorative Justice Citywide Conference	Principal, DIFI Supervisor, Regional Executive Specialist, Regional Social Worker, Attendance Committee, School Staff	NA	

VII. SCHOOL PLAN (cont'd.)
SOUTH DIVISION HIGH SCHOOL

School Name South Division			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in reading will be 27% based on the November 2011 WKCE.	WKCE data	November 2010 WKCE reading 24.7% proficient or advanced		November 2011 WKCE reading 19% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 31.2% based on the November 2012 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 46.2% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 61.2% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be at or above the state average of 76.3% based on the November 2015 WKCE or the then current state assessment.

*More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 23% based on the November 2011 WKCE.	WKCE data	November 2010 WKCE math 20.4% proficient or advanced		November 2011 WKCE math 14.8% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 26.8% based on the November 2011 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 41.8% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 56.8% based on the November 2014 WKCE or the then current state math assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be at or above the state average of 69.9% based on the November 2015 WKCE or the then current state math assessment.

* More rigorous WKCE Math Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

VII. SCHOOL PLAN (cont'd.)
SOUTH DIVISION HIGH SCHOOL

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all South students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 79.6%	Winter Reading Participation: 74.6%	Spring Reading Participation: 71%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 43.5% proficient or advanced	Winter Reading: 34.3% proficient or advanced	Spring Reading: Proficiency information is not available. Please see school narrative for mean RIT data.
2011-12	95% of all South students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

2010-11	95% of all South students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 80.5%	Winter Math Participation: 70.6%	Spring Math Participation: 68%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in math will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 29.6% proficient/advanced	Winter Math: 24.3% proficient/advanced	Spring Math: Spring proficiency information is not available; please see school narrative for mean RIT data.
2011-12	95% of all South students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 72% to 82% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate was 72.5%	From September to February of 2011, monthly attendance rate at South ranged from 81% to 87%.	2010-11 attendance rate as of 6/15/2011 is 80.4%.

2011-12	Student attendance will increase and be maintained at 90% or above, the MPS high school attendance target.	MPS attendance data			
2010-11	Student suspensions from the learning environment at South will decrease from 72% to 62% by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 72% of all suspensions at South were from the learning environment	From September to February of 2011, monthly suspensions from the learning environment ranged from 23% to 39%.	As of 6/15/2011, the suspension rate from the learning environment was 27.6%.
2011-12	Student suspensions from the learning environment at South will be maintained below 40%, which is the MPS goal for high schools.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk as of September 2010 Over Age—58% Total Quality Credits-35%	Historical data currently not available for the % age of students at high risk. This data will be filled in before September 30, 2011	% Current Students at High Risk as of May, 2011 Over Age—47% Total Quality Credits-32%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 377 students to 224 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, __students were identified as at high risk for graduation based on total quality credits.	Historical data currently not available for the % age of students at high risk. This data will be filled in before September 30, 2011	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Leadership Plan - Transformation					
<p>1.1 Contract with External Partner to provide professional development and coaching, technical assistance in the design and implementation of the South Division Reform and other activities as described in this plan.</p> <ul style="list-style-type: none"> • Hire reform vendor to support instruction, student achievement and provide intensive technical support to reform efforts. <ul style="list-style-type: none"> ○ RFP#698 was posted Spring, 2010. ○ Vendor selection was finalized August, 2010. John Hopkins Talent Development was selected as the Vendor for South Division High School and serviced the school during the 2010-2011 school year. 2011-2012 will be the second year of implementation. <p>A professional development calendar describing leadership development plans will be completed by August 30, 2011. The professional development will focus on Leadership Development, Best Practices in Teaching and Learning and Curriculum Alignment and Learning.</p>	4,7,8,9	<p>June 2011 – June 2012</p> <p>July 2011-August 2011</p>	Superintendent, Regional Executive Specialist, Director School Support, Director of Administrative Leadership	\$500,000	
<p>1.2 The 2010/11 principal at South Division will remain and continue to work on the reform efforts.</p> <ul style="list-style-type: none"> • The Principal will monitor data, oversee fidelity of and implementation of the activities identified within the SIG and district school improvement plan and take corrective action when necessary. • The External partner will update, monitor the Transformation Plan and support the principal in his activities. • Principal will create an action plan for implementation that clearly identifies non-negotiables for fidelity of implementation and ensure staff has a clear understanding of the expectations and priorities. Action plan will be shared by the principal at the first staff meeting. 	1	2011-2012 Monthly	Superintendent, Regional Executive Specialist, Board, external partner	NA	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
1.3 Create a professional learning community for Metro Region principals in conjunction with professional development for principal leadership in a turnaround environment. Emphasis will be on instructional leadership and coaching.	4, 5	Monthly-September 2011 leadership begins with coaching and support – June 2012	Principal, Regional Executive Specialist	\$5,000 for travel for leadership team	
1.4 Use the new principal evaluation system that incorporates student and school performance measures to evaluate the principal. The Regional Executive Specialist will meet with School principal monthly.	3, 13	July 2011 through June 2012 Fall, Winter & Spring evaluation	Regional Executive Specialist, regional executive support staff	NA	
1.5 A school reform team (Learning Team) will continue to guide SIG implementation and monitor progress. <ul style="list-style-type: none"> This team will consist of teachers, the principal, assistant principals and the external partner. The principal will maintain a file of agendas, work products, student data, and minutes from all team meetings. This data will be reviewed by the Regional Executive Specialist on monthly basis. The Learning Team will participate in professional development aimed at instructional consistency and efficacy 	4	July – August 2011 July 2012 July 2011	Principal, Learning Team, External Partner, Regional Executive Specialist	\$10,000 travel for leadership team	
1.6 Ensure that each staff member understands the purpose of the reform and the key strategies to be implemented. <ul style="list-style-type: none"> The principal will ensure that all staff members understand their roles in meeting the goals established. School improvement Grants activities and progress will be an agenda item at each staff meeting and banking day. This time will be used to review school progress and the plan for 2011-12 with particular attention to student data including attendance, suspension, MAP assessments, WKCE and student grades. The Principal will provide a yearly planned schedule of staff meeting times, instructional and behavioral topics, data to be used and expected outcomes of the meetings related to the SIG school plan and submit it to the Regional Executive Specialist prior to September 30. 	2, 8	September and Monthly periodically as needed during 2011-12	Principal, Regional Executive Specialist	NA	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
1.7 By September the principal will identify a school-based SIG Facilitator who will assist the school with implementation of grant activities and data one day per week. <ul style="list-style-type: none"> The principal will ensure that all staff is informed of the school's plan for improvement and their roles in meeting the goals established. School improvement Grants requirements and progress will be an agenda item at each staff meeting and banking day. A school reform team will continue to guide SIG implementation and monitor progress. This team will consist of teachers, the principal, assistant principals and the external partner. The principal will maintain a file of agendas, work products, student data, and minutes from all team meetings. This data will be reviewed by the Regional Executive Specialist on monthly basis. The School Improvement grant manager will Compile data related to math, literacy and attendance/suspensions monthly Review and analyze data monthly Organize meetings Provide data to the principal and the vendor 	8, 12	SIG Facilitator will be identified by Sept. 30, 2011 Monthly staff meetings beginning in August; all professional development banking days; monthly review by RES during the 2011/12 school year	Principal SIG reform team .2 SIG manager; Regional Executive Specialists, Vendor, Principal	.2 FTE SIG Facilitator \$20,218 (includes benefits)	
1.8 Provide professional development to school leaders on how to utilize the available assessment data from the MAP to provide teachers appropriate feedback regarding their effectiveness, facilitate intervention, and enrichment for students,	4, 8	Bi-weekly	Principal, Leadership team, Regional coordinator of C&I, external partner		
1.9 Proactively schedule teacher observations so that all teachers are observed regularly. Information gathered will be used to support teaching and learning and professional development planning The principal will submit an instructional observation calendar to the Regional Executive specialist by September 15, 2011.	2, 13	At least one time a quarter	Principal, Asst. Principals, Regional Coordinator of C&I, external partner		
1.10 Implement a new schedule available for Metro Region schools that provides time for collaborative teams, professional development, and student extended learning opportunities.	2	2011-12 school year	Principal, Regional Executive Specialist	NA	
1.11 Provide the administrators at South Division High School sufficient operational flexibility to implement the School Improvement Grant. <ul style="list-style-type: none"> Enable teachers who are not a good match for the 	2	2011-12 school year	Principal, Regional Executive Specialist	NA	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>intervention model selected for South Division High School to avail themselves of their contractual right to leave the school.</p> <ul style="list-style-type: none"> Continue the July 2010 MOU to guide staff assignment and removal. Use the planned “solution focused meeting” structure to quickly address the school’s needs. Include MTEA in collaborative problem solving about school issues. 					
<p>Curriculum, Instruction and Assessment</p> <p>2.1 Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instruction.</p> <ul style="list-style-type: none"> Implement a seven period schedule comprised of 48-minute periods, with each teacher assigned 5 instructional periods, one duty period, and one planning period. Schedule collaborative planning for teachers in core subjects during the teacher duty periods with priority given to ELA, Mathematics, Science, and Social Studies. Provide Department Chairpersons and Academy Leaders with one period to support the growth of instructional staff within their department/academy. Department Chairpersons will work with the External Partner and regional staff to ensure the efficiency of curriculum and instruction. Students with ELL levels at or below 3 will receive a double dose of English as Second Language concurrent with the double dose in ELA and Math. 	12	<p>Complete schedule during July/August 2011</p> <p>Monitor implementation quarterly September 2011-June 2012</p>	<p>Principal, Assistant Principals, Regional Executive Specialist, Regional Coordinator of Special Services, Regional Coordinator of Curriculum and Instruction, Regional Director of School Support, External Partner, School staff</p>	NA	
<p>2.2 Students identified for Tier 2 supports in math and reading who are in the 9th and 10th grades, will receive a double dose of Math and English classes based upon their MAP or WKCE score. Tier 2 9th and 10th grade students will receive additional instruction within the blocked class periods.</p> <ul style="list-style-type: none"> Use of a reading and math intervention program to accelerate the acquisition of reading and math skills to meet or exceed WKCE/MAP targets. In collaboration with the vendor, the Intervention teacher will develop individualized student learning plans, including student progress measures, exit criteria, follow-up or additional intervention strategies. Observe classes monthly and provide teachers descriptive feedback to ensure quality 	7,9	<p>Monthly: September 2011 through June 2012 school year</p>	<p>Assistant Principal assigned to the teacher academy teams; external partner</p>	NA	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
implementation.					
2.3 The curricula provided by the external partner for the double dosed classes will be aligned with MPS core curricula in language arts and mathematics as well as Common Core State Standards in order to have a significant, positive impact on the reading and math skills of non-proficient students. Students will receive: <ul style="list-style-type: none"> In-classroom support student cohorts Targeted interventions for students on focus list After school programming 	7, 9	Daily: September 2011 through January 2012	Principal, Regional Executive, Specialists, external partner's Staff	NA	
2.4 Instruction in 10 th grade double dose courses in being paced to both target common core standards as well as allow for individualized differentiation and learning time to support greater individual and collective student growth on the WKCE test. Students will receive: <ul style="list-style-type: none"> In-classroom support student cohorts Targeted interventions for students on focus list After school programming 	7, 9	September 2011-June 2011 (Intensive focus September-November 2011)	Principal, Regional Executive, Specialists, external partner's Staff	NA	
2.5 Launch the career academies for grades 10 through 12. (Media Technology, Public Service, & Health Science). <ul style="list-style-type: none"> These academies will create interdisciplinary teacher teams. Academy teachers will use their collaborative planning time to: discuss student level data, review academy goals, discuss best practices, and create action steps to improve student performance. Academy teams will utilize individual student MAP data to address individual student needs, and create differentiated lessons. Academy teams will analyze student attendance and behavior data to plan for meeting individual student needs in all areas. Classrooms within the school will be reorganized, grouping teachers within a specific career academy into close proximity. This will minimize student truancy/tardiness and create an identified academy area that promotes collaboration and community. 	7, 8	Weekly September 2011-June 2012 school year	Assistant principals External Partner Teachers within Career Academy Teams	NA	
2.6 An Instructional Coach Literacy (ICL) and an Instructional Coach Math (ICM) will be responsible for ensuring that professional development and curricula are aligned with the MPS Comprehensive Literacy Plan, the Comprehensive Math and Science Plan, and Common Core State Standards. ICL and ICM	4,7	By Sept. 9, 2011, the assigned Instructional Coach Literacy and the Instructional	Regional C&I Administrator, ICL, ICM, Academy collaborative teams, Assistant principals external partner	2.0 FTE ICL \$222,399 (includes benefits) 1.0 FTE ICM \$111,200 (includes	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
will provide job-embedded professional development to literacy and mathematics teachers grades 9th-12th including: <ul style="list-style-type: none"> co-planning and co-teaching of lessons modeling of high-impact teaching strategies and individualized, guided reflection around professional practice. <p>Together, these coaches will provide approximately 1295 hours of professional development to literacy and mathematics teachers.</p>		Coach Mathematics will meet with vendor. Continuous meetings will occur on a monthly basis throughout the school year.		benefits)	
2.7 Create an instructional calendar in each subject area that identifies the units to be taught, the standards and key ideas included in the unit, the time frame for the unit, and a common formative assessment for the end of the unit that will be used to measure students' understanding. <ul style="list-style-type: none"> Align this calendar with the district assessment calendar. Use information from assessments to plan instruction. 	2, 7	Calendar for semester 1 to be completed by September 30 & semester 2 by December 5, 2011 Implementation by school teams will be monitored monthly all year	Regional C&I Administrator, ICL, ICM, Career Academy teams, Assistant principals Career academy teachers, and external partner ,	NA	
Teacher Effectiveness					
3.1 Provide teachers time and support for professional development and collaborative planning periods. Within the common planning periods teachers will analyze student data and create action plans to address the students needs. Teachers will also work together to create common and consistent assessments. <ul style="list-style-type: none"> Week A= Team Meeting Week B=Early Warning Indicator Meetings 	4	Prior to the beginning of the school year professional development dates will be determined Cont. Bi-weekly September 11-June 2012	Principal, vendor, regional team	NA	
3.2 Create a professional development calendar that coordinates and aligns vendor, district, and school professional development plans.	4	August, 2011 Monitor Monthly 2011/12	Principal, ICL, ICM, external partner	NA	
3.3 Mandatory professional development will be provided after school and on Saturdays in data-driven decision making, lesson planning, literacy, mathematics, implementation of the external partner's curriculum and efficacy. Additional after school and Saturday dates will be included in the in the professional development calendar. Topics include: <ul style="list-style-type: none"> Co-planning and teaching Modeling Guided Reflection Time Management 	4, 7	Monthly: September 2011-June 2012	Principal, Regional Executive Specialist, School Improvement Department	\$127,425 part-time certificated	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> • Trouble-shooting classroom-level challenges • Team Building • Building positive student climate • Lesson planning for PBIS <p>Differentiated professional development will be provided for teachers at different phases of implementation</p>					
<p>3.4 Modify and expand the current student incentive and award-based programs to include teachers and administrators for quality behaviors and effectiveness, as evidenced by students' academic performance, attendance, behavior and related other data points. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop a plan of incentive and awards, in collaboration with the Educational Transformation Committee, to outline performance benchmarks that merit awards and incentive for performance in the categories that include but will not be limited to: <ul style="list-style-type: none"> ○ Teacher Attendance ○ Student Attendance ○ Student Suspension Rates ○ Student Intervention Program Participation 	3, 5, 13	September 2011 – June 2012	Principal, External Partner, District Leadership Team, Regional Executive Specialist	NA	
<p>3.5 Provide job embedded professional development to increase teacher repertoire to meet the needs of the students. The professional development will address the following concepts:</p> <ul style="list-style-type: none"> • Common Core Standards • Literacy strategies for career academies • Career and college readiness • Differentiated instruction • RTI framework • MPS Comprehensive Literacy, Math, and Science Plans • Effective use of data to make adjustments to instruction and informed school improvement decisions • Development and use of effective lessons 	4	Weekly during collaborative planning time	Principal, Regional Coordinator of Curriculum & Instruction, Instructional Coach Literacy (ICL), Instructional Coach Math(ICM), external partner	NA	
<p>3.6 Continue professional development for special and regular education literacy and mathematics teachers to support inclusion of students with special education needs in a least restrictive environment. Special education and regular education teachers will collaborate with the vendor and the assigned Instructional Coach Literacy and Instructional Coach Mathematics to develop effective</p>	4	Twice a semester beginning October 10, 2011.	Principal, Special Education Supervisor, ICL, ICM, .5 School Improvement Monitor, Vendor	.5 FTE School Improvement Monitor \$74,926 (includes benefits)	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
lesson plans that will meet the needs of all learners.					
<p>3.7 Provide a stipend to one team of Mathematics and English Language Arts teachers at MSCTE whose students demonstrate the greatest gains in achievement. A \$500 per person stipend toward attendance at a professional conference that is aligned with district initiatives will be awarded.</p> <ul style="list-style-type: none"> The principal, administrators, and governance council will develop criteria to use in defining the contribution toward school improvement. This could include but not exclusive to: <ul style="list-style-type: none"> Percentage of increase in number of students projected to be proficient or advanced on WKCE according to the fall/winter/spring benchmark assessments Increase in the overall percentage of students moving from minimal to basic or higher Increase the number of students who have a GPA higher than 2.0 	3	Beginning 2 nd semester	Principal	\$5,000 travel	
<p>3.8 Develop common formative assessments for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. Teachers, with support from the vendor, develop the assessments by making the criteria explicit, based on ACT's College Readiness Standards to ensure sufficient rigor for all students. Support will be provided by the Regional Math and Literacy Specialists, ICL and ICM</p> <ul style="list-style-type: none"> Provide rotating teachers to support professional development and collaborative planning periods and rotating teachers (see attachment for schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas. 	7,8	<p>Beginning July, 2011- June, 2012 before each instructional unit</p> <p>Beginning September 26, 2011</p>	Principal, ICL, ICM, District Coordinator of Curriculum Instruction, Vendor, Teachers, District Identified for Improvement (DIFI) Director and Supervisor	Listed in LEA/District section	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Database Decision Making					
4.1 Use collaborative planning time to review student data (including student work, classroom assessment information, district assessment results, student attendance and suspension data, and SAIL data) and plan for differentiated instruction. This work will be conducted in for all grade levels within their academies.	8	Weekly 2011-12 school year based on instructional calendar	Principal, Assistant Principals, collaborative teams, ICL, ICM, external partner	NA	
4.2 Teachers will study various student assessment work and results together to create plans to improve and differentiate instruction and to provide further professional development in areas of identified need. Assessments will include CABS, MAP, unit quizzes and tests, constructed response items on formative and summative assessments, final exams, and Language! assessments. Teachers will score formative assessments, analyze data, research, plan and implement resources aligned to the instructional needs of students.	7,8	At weekly collaborative planning meetings beginning September 19, 2011	Principal, Assistant Principals, External Partner, ICL, ICM, RtI Specialist, School Improvement Monitor		
4.3 Learning Team and School Transformation Team (STT) members use SAIL data for informed decision making about reform implementation.	8	At weekly collaborative planning meetings beginning September 19, 2011	Principal, Assistant Principals, External Partner, ECL, ICM, RtI specialist, School Improvement Monitor		
4.4 Require school staff to participate in all required professional development related to the Response to Intervention (RtI) framework and the ClasStat process-Plan, Do, Study, Act (PDSA) for tracking student performance. The Regional Coordinator of Curriculum and Instruction, assistant principals assigned to Mathematics and English Language Arts, RtI Specialist and the selected vendor will be responsible for leading professional development of new learning, coaching and monitoring. The ICL and ICM will support the design and delivery of intervention program(s). <ul style="list-style-type: none"> Training will be provided by the district around the use of RtI EXCEED for data collection, MAP data analysis, and summative assessments for Literacy and Math, the CLP and the CSMP. Training will be provided by the vendor on the tools used for interventions. Monitor student progress at regular intervals to make informed instructional decisions based on the 	4, 8, 12	Prior to the beginning of the school year professional development will take place on August 24 th , and 25 th . Additional sessions will be added to the calendar as deemed appropriate by the principal and external partner	Regional Executive Specialist, Director of School Support Regional Coordinator of Specialized Services, Coordinator of Curriculum and Instruction, RtI Specialist, Vendor, Instructional Coach Literacy (ICL) Instructional Coach Mathematics (ICM)		

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>analysis of the data.</p> <ul style="list-style-type: none"> Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Collaborate and receive direction from the School Transformation Team (STT) to drive the decision-making process of the Plan, Do, Study, Act model. <p>The school is monitored for fidelity of implementation which feeds into the collaborative planning process for data decision making</p>					
<p>4.5 MAP, SAIL, classroom and formative assessment data will be reviewed by teacher teams upon completion of the fall, winter and spring benchmark assessments. Teachers will use these data to form instructional groups within their classrooms for reading and mathematics.</p> <p>Provide technical support on reporting that supports the instructional solutions, including math and literacy.</p> <ul style="list-style-type: none"> Secure reporting for individual students, groups, school and district. Reports include: <ul style="list-style-type: none"> a snapshot of whether the student is on target to-date and are making sufficient progress total scores growth reports Comparison within the group 	8, 12	WKCE, SAIL and MAP data will be reviewed during monthly ClasStat meetings.	Principal, Student Services staff members, PBIS Tier II team, PBIS external coach, RtI specialist, Learning Team, Guidance, School Improvement Monitor, Vendor		
<p>4.6 Continue to implement the MAP assessment process with fidelity.</p> <ul style="list-style-type: none"> Administer the MAP assessment three times during the 2011-2012 school years. Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. Provide professional development for leaders on MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate 	4, 7, 8, 12	<p>September 2011</p> <p>December 2011</p> <p>April 2012</p> <p>Ongoing beginning after the first MAP assessment window.</p>	Regional Coordinator of Curriculum & Instruction, DIFI Supervisor, Regional Executive Specialist, Principal, Vendor, RtI Specialist	NA	

School Name South Division				Reform Model Transformation	
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
parents into the decisions necessary to drive their children's education.					
<p>4.7 Continue 1:1 report card conferences (data chats) between individual students and adult volunteers to review and celebrate students' progress toward their goals based on the current MAP assessment, in conjunction with classroom based assessments. Teachers and volunteers will encourage effort and action plan for future progress.</p> <ul style="list-style-type: none"> Goals will be based on district set levels of performance in conjunction with NWEA "typical growth" reports. (Typical growth should not be used solely as whether the number is an aggressive enough target for individual students). A checklist will be developed to help monitor completion of data chats. Parents or family members will be invited to participate in student data chats and goal setting conferences. Community and District resources may be called upon to assist in completion of the data chats. 	8	Quarterly November, 2011; January and March, 2012	All School Administrators, Teachers, Community Volunteers	NA	
4.8 Conduct teacher-administrator data chats using student data to review the planning/supports provided to each student and their progress.	8	Quarterly during the 2011-12 school year or more frequent when deemed necessary	All school administrators, and teachers	NA	
<p>Climate/Student Discipline</p> <p>5.1 School staff will participate in all professional development related to PBIS. The assistant principal assigned to climate, inclusive of PBIS, the selected vendor and the regional PBIS coach will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring.</p> <ul style="list-style-type: none"> Staff will attend professional development for implementation of PBIS. The principal will identify a PBIS Leadership team and submit team membership rosters and their meeting schedules to the Regional Executive Specialist. 	4, 7	August, 2011- June, 2012	Principal, PBIS Coach, Teachers, Support staff, Vendor	NA	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> The PBIS external coach will submit implementation progress reports that included the status of PBIS and teachers who need additional support to the principal and School Improvement Facilitator. The Principal, Assistant Principal, and School Improvement Monitor will monitor classrooms to insure that all teachers are making progress. <p>Office referrals will be analyzed and teacher feedback will be taken to determine the focus for ongoing behavioral lessons.</p>					
<p>5.2 Continue the PBIS Leadership Team (Universal)</p> <ul style="list-style-type: none"> Create a Tier II PBIS Team to implement Tier II interventions to students identified as requiring Tier II supports. Implement the PBIS Tier 1 and 2 framework including check-in and check-out for identified students to provide evidence based behavioral interventions as an integrated continuum that enhances academic and social behavior outcomes for all students. Establish regularly scheduled times to teach behavioral lessons that are based on school data. 	4, 7, 8, 11	<p>September 2011-June 12 school year</p> <p>September 2011-June 2012 weekly basis school year based on school and student data</p>	Principal, South staff, Social worker, Guidance counselor, principal, Regional Director of School Support, PBIS coach, External Partner	NA	
<p>5.3 Expanded Early Warning Indicator (EWI) meetings to include all students. Academy teams will meet biweekly to:</p> <ul style="list-style-type: none"> monitor student data identify students in need of Tier II and Tier III interventions identify district approved Tier II and Tier III interventions to be used progress monitor the effectiveness of selected interventions. <p>The data analyzed in these meetings will include:</p> <ul style="list-style-type: none"> student academic indicators (MAP scores, WKCE results, and class grades) behavior data (incident referrals, and suspension data) attendance data (hourly attendance rate and tardiness data) 	7,8,11	Biweekly throughout 2011-2012 school year starting October 1	Staff, Principal, Assistant Principal, teacher academy teams External Provider	NA	
<p>5.4 Identify students who are habitually truant from the 2010-11 school year.</p> <ul style="list-style-type: none"> Develop an internal truancy plan and strategy to eliminate internal hourly truants, including a determined plan which involves safety, VFZ, teachers, and staff members. Publish the staffing schedule for all, as an accountability measure. Establish a community to support those students. 	11	October 2011-May 2012 for every mark period	Principal, South staff, Social worker, Guidance counselor, principal, Regional Director of School Support, PBIS coach, External Partner	NA	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>5.5 Review SAIL data during Common Planning Time to evaluate student attendance behavior and academic course work. Intervention plans will be developed to address the individual needs of students who continue absent and/or regularly suspended</p> <ul style="list-style-type: none"> The school social worker will be notified of students who are in need of parent contact in regards to attendance issues. Teachers will consult with students and parents who are identified. Teachers will collaborate with support staff. Team will review, progress monitor, and evaluate intervention effectiveness. Continue to provide students with recognitions and rewards tied to clearly defined improvements in attendance, behavior and achievement. <ul style="list-style-type: none"> Include students in identifying rewards and privileges to be used as incentives. Include students and staff in establishing criteria for rewards. Solicit incentives from local businesses to help promote community support. <p>Listed interventions used with students will be included in notifications to the IEP teacher and special education supervisor for students who may be in need of a functional Behavioral Assessment and/or Behavioral Intervention Plan.</p>	7, 8	Beginning end of September 2011, continue monthly 2011-12 school year	Principal, PBIS Leadership Team, Attendance Team, Learning Team	NA	
5.6 Continue to use City Year Corps members as mentors for South students, involved in daily classroom instruction, behavioral and academic intervention and counseling and career planning.	11	Weekly 2011-12 school year	Principal, City Corps Staff, 9 th grade academy staff	NA	
5.7 Continue staff recognition strategies and expand them to include instructional resources/materials for clearly defined improvements. Criteria will be developed by school team no later than September 30, 2011.	3, 5	Monthly staff meetings or other areas as needed 2011-12 school year	Principal, Assistant Principals	\$15,000	
5.8 Continue regular monitoring of teacher absences. Principal will use data in teacher evaluation.	3	Monitor weekly and keep data 2011-12 school year	Principal, Assistant Principal	NA	
Learning Supports					
6.1 Pilot the newly developed teacher evaluation process for the 2011-2012 school year and effectively provide the ongoing	3, 4, 13	Observer (intensive) training	Principal, teachers, Learning Team, district staff supporting the pilot,	NA	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>feedback needed for teachers to grow professionally.</p> <ul style="list-style-type: none"> Develop teachers' capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. Develop teachers' ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space. Require routine reflection by teachers related to their professional responsibilities as a part of their ongoing development. Indicators based upon The Framework for Teaching by Charlotte Danielson: Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing Professionalism. Strengthen the teaching and learning in each classroom by delivering effective instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness. Create a teacher observation schedule and submit it to the Regional Executive Specialist. Provide meaningful positive feedback and recognition for teachers who are contributing to the school's efforts at improving student achievement following classroom observations. 		<p>and overview professional development for all teachers involved in the pilot provided during August and September.</p> <p>Follow-up refreshers and feedback sessions conducted in quarters 2 – 4.</p> <p>Observation calendar submitted to Regional Executive Specialist by September 30.</p>	Regional Executive Specialist		
<p>6.2 Continue to use the ClasStat process to identify differentiation strategies and classroom-based supports for students.</p> <p>Provide professional development so that staff are able to:</p> <ul style="list-style-type: none"> Monitor student progress at regular intervals to make informed instructional decisions based upon the 	4, 7, 8	Weekly Academy Meetings 2011-12 school year	Principal, collaborative teams, ICL, ICM	NA	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
analysis of data <ul style="list-style-type: none"> Use specific tools to assess how much students learn such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction that target critical skills and identify students in need of additional support 					
6.3 Provide summer orientation program for new 9 th graders in order to provide transition support and extend learning time.	9	July-August, 2011	External Partner, Principal, ICL, ICM, MPS summer school staff	In District Section	
6.4 Launch new 10 th Grade Summer Skills camp to extend learning time for new 10 th graders and focus on core skills necessary to improve student outcomes on WKCE math and literacy assessments.	9	July-August, 2011 daily	External Partner, Principal, ICL, ICM, MPS summer school staff	In District Section	
6.5 Expand double dosing of non-proficient students in literacy and mathematics to grade 10. Continue the double dosing of non-proficient students in grade 9.	9	Daily September – June 2011-12 school year	Principal, administrative team academy staff, External Partner	NA	
6. 6 Provide extended learning opportunities for identified students after school. The students will be chosen based upon their academic needs primarily focusing on students who need extra support in Mathematics, Reading, and English Language Learners (ELL).	7, 9	Beginning in October 2011	Principal, administrative team, external partner		
6.7 Provide after school tutoring for any South Division student. The tutoring will be provided by school staff and City Year Corp members.	7,9	Beginning in October 2011	Principal, administrative team, City Year, Teachers, external partner	NA	
6.8 Augment the Extended Learning Day activities offered by the school and community based Community Learning Center activities to create a comprehensive and effective Extended Learning Program. Continue to monitor the effectiveness of Extended Day activities to judge effectiveness and make changes when necessary	7, 9	Beginning in October of 2011	Principal, administrative team, City Year, Teachers, Community organizations, external partner	NA (School funds and City Year)	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Analyze student data to recruit and enroll students in the appropriate extended day learning activities.					
6.9 Provide academic supports for grade 11 and 12 students who are behind in credits. <ul style="list-style-type: none"> Continue GED02 program Provide reading and math interventions Provide afterschool tutoring Expand the number web based interventions to support students who are struggling 	7,9	Monthly monitoring 2011-12 school year	Principal, ICL, ICM, math and reading intervention teachers, External Partner Guidance Counselors	NA	
6.10 Regularly program ELL students into classrooms with proficient English speaking students as a matter of policy. Monitor implementation of policy each semester, prior to finalizing schedule.	7,8	Summer 2011 and ongoing for 2011/12 school year	Principal, School Programmer, ESL/Bilingual staff	NA	
6.11 Provide additional support in the classroom for ELL students that provide visual support for learning, such as SMART Boards. Provide additional support to ELL students afterschool, focusing on their learning of reading and writing in the English language.	7,8	Monthly monitoring 2011-12 school year	Principal, Assistant Principals, ESL/Bilingual staff, ICL, ICM, External Partner	NA	
6.12 Purchase and implement Dual Language 3000, a computer based program to support English vocabulary and language development with ELLs. <ul style="list-style-type: none"> Achieve3000 is including Full Spanish and Spanish Support functionality for all customers free with purchase. Other new features to better support English Language Learners in your schools include: <ul style="list-style-type: none"> ELL Standards: In addition to aligning to your state's content and assessment standards, Kid Biz and Teen Biz are now aligned to your state's standards for English Language Learners. Teachers can view and search content by alignment to ELL standards, and report on student mastery of ELL standards, including proficiency level descriptors 	7,8	Purchase July-August, 2011; Implement 2011-2012 school year	Principal, Assistant Principals, ESL/Bilingual staff, ICL, ICM, External Partner	\$10,000	

School Name South Division			Reform Model Transformation		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>6.13 An intervention teacher reading and intervention teacher mathematics will provide direct intervention for struggling students in the areas of reading and mathematics.</p> <ul style="list-style-type: none"> Intervention Teachers for Math and Reading will be assigned to the school through Central Office. Spring 2011 MAP and 2010 WKCE data will be used to identify students in grades 9, 10, 11 & 12 who fall below district and state-determined proficiency levels, who will receive Tier 2 Interventions (exclusive of students receiving Tier III interventions). RTI EXCEED used to gather the progress monitoring data. Intervention teachers will enter progress monitoring data, at least, bi-weekly. The data will be used to determine if a student should continue or be dismissed from the intervention group. Data that is provided by the vendor includes: a snapshot of whether the student is on target to-date and are making sufficient progress, total scores, growth reports and comparison with group. 	2, 4, 7	2011-2012 School staff will provide interventions at least 3x a week, beginning by September 24 th SIG Intervention teachers will be assigned by September 1. Intervention students will be identified by the start of the school year	1.0 FTE Math Intervention Teacher, 1.0 FTE Reading Intervention Teachers will report to the school principal. Principal	<p>1 FTE Reading Intervention Teacher \$101,091 (includes benefits)</p> <p>1 FTE Math Intervention Teacher \$101,091 (includes benefits)</p>	
6.14 Provide Freshman Seminar to help new 9 th grade students transition into High School. The program will take place during the student's ELO period and focus on goal setting and aid in a successful high school experience leading to being prepared for college.	11	Daily during ELO starting September 2011	Principal, administrative team, 9 th grade ELO teachers, and external partner	NA	
<p>Parent Involvement</p> <p>7. 1 Increase parent awareness and support in preparing students for college and career.</p> <ul style="list-style-type: none"> Provide parental engagement and information events that help build parents' knowledge and skills in helping students stay on track for graduation and college readiness including information about MAP, WKCE, RtI and student supports, and graduation requirements. 	11	Monthly during the 2011-12 school year	Principal, Assistant Principals, Social Workers, Guidance Counselors, and other staff as needed, external partner	NA	
<p>7. 2 Conduct conferences and work collaboratively with parents and students to develop a plan to graduate on time and ensure success in college.</p> <ul style="list-style-type: none"> Parents will be provided an informational workshop on how to use "Parent Assist" in order to check grades and missing assignments. Guidance counselors will provide information to teachers to review with their students and parents. 	11	Monthly during the 2011-12 school year	Principal, Assistant Principals, Social Workers, Guidance Counselors, and other staff as needed, external partner	NA	

School Name **South Division**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Guidance counselors will meet with all students and their parents to review on track progress and begin to prepare for college and/or post graduation plans.</p> <ul style="list-style-type: none"> • Parents will be notified and counseled when their child is receiving tier 2 services in math or literacy. Staff will give parents strategies to support their child's tier 2 interventions at home. • Parents of students who are struggling or failing will be provided information and options available for credit recovery. • The Principal and vendor enlists existing community organizations to assist with the work of involving stakeholder and will enlist its own extensive resources to help organize the communication. • Parent sign-in sheets will be submitted electronically to the district SIG Facilitator no later than the end of the week following the activity. 					
<p>7.3 Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at MSCTE with resources and emotional support. To accomplish this the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Conduct conferences and work collaboratively with parents and students in high level courses to ensure that they understand the commitment necessary to support their child's high level education. • Conduct conferences and work collaboratively with parents of truant students to develop a plan to reduce the amount of absenteeism and increase student achievement • Conduct conferences and work collaboratively with parents of the students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 	11	Monthly during the 2011-12 school year	Principal, Assistant Principals, Social Workers, Guidance Counselors, and other staff as needed, external partner	NA	
<p>7.4 Provide parents/family members training in the RtI framework, beginning with the universal screener and MAP data once per semester.</p> <ul style="list-style-type: none"> • Parents will receive a school calendar. addressing parental involvement activities • Vendor, School Improvement Monitor, and assistant principal will monitor implementation of training and create and collect parent sign-in sheets. • Parent sign-in sheets will be submitted to the principal, School Improvement Monitor, and DIFI supervisor, 	11	Beginning September, 2011-June, 2012	Vendor, School Improvement Monitor, Regional Support, Parents	NA	

VII. SCHOOL PLAN (cont'd.)

VINCENT

School Name Vincent			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods e.g., WKCE data, local assessment	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2010-11	By the end of the 2010-11 school year, the proficiency rate in reading will be 29% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE reading 25.9% proficient or advanced		November 2010 WKCE reading 29.4% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 39% based on the November 2012 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 54% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 69% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be at or above the state average of 76.3% based on the November 2015 WKCE or the then current state assessment.

*More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods e.g., WKCE data, local assessment	Baseline Data Complete when baseline data is available	Interim Progress Complete for the Interim Report	End-of-Year Progress Complete for the End-of-Year Report
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 14% based on the November 2011 WKCE.	WKCE data	November 2009 WKCE math 11% proficient or advanced		November 2010 WKCE math 15% proficient or advanced.
*2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 26% based on the November 2011 WKCE.	WKCE data			
*2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 41% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 56% based on the November 2014 WKCE or the then current state math assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be at or above the state average of 69.9% based on the November 2015 WKCE or the then current state math assessment.

*More rigorous WKCE Math Goals have been established based on the achievement target of the state average performance by 2014-15.

VII. SCHOOL PLAN (cont'd.)

VINCENT

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all Vincent students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 86.6%	Winter Reading Participation: 73%	Spring Reading Participation: 69%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 60% proficient or advanced	Winter Reading: 44% proficient or advanced	Spring Reading: 40% Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all Vincent students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.) VINCENT					
2010-11	95% of all Vincent students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 86.6%	Winter Math Participation: 73%	Spring Math Participation: 64%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in math will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 30% proficient/advanced	Winter Math: 22% proficient/advanced	Spring Math: 21.1% Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all Vincent students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value- Added achievement data	Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 78% to 88% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate was 78%	From September to February of 2011, monthly attendance rate at Vincent ranged from 85% to 90%.	2010-11 attendance rate as of 6/15/2011 is 83.6%
2011-12	Student attendance will increase and be maintained at 90% or above, the MPS high school attendance target.	MPS attendance data			
2010-11	Student suspensions from the learning environment at Vincent will decrease from 70% to 60% of all suspensions by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 70% of all suspensions at Vincent were from the learning environment	From September to February of 2011, monthly suspensions from the learning environment ranged from 22% to 37%.	As of 6/15/2011, 26.4% of all suspensions at Vincent were from the learning environment.

VII. SCHOOL PLAN (cont'd.)

VINCENT

2011-12	Student suspensions from the learning environment at Vincent will be maintained at or below 40%, which is the MPS goal for high schools.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk September 2010 Over Age—43% Total Quality Credits-16%		% Current Students at High Risk May 2011 Over Age—41% Total Quality Credits-14%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 191 students to 134 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 191 students were identified as at high risk for graduation based on total quality credits.		

[illegible]

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Quarter 2-3--Continue presentations of GRAD data report; present high-yield professional development strategies for addressing those needs identified during quarterly walk-throughs by both administrators and GRAD (i.e. differentiated instruction, classroom management) to achieve targets in the next quarter 					
<p>1.4 By September 2011, the principal will identify a school-based SIG Facilitator who will assist the school with implementation of grant activities and data one day per week. SIG Facilitator will:</p> <ul style="list-style-type: none"> Compile data related to math, literacy, and attendance/suspension monthly Review and analyze data monthly Organize meetings provide data to the principal and vendor The principal will be responsible for sharing information with staff during monthly staff meetings 	12, 8	<p>SIG Facilitator will be identified by September 30th 2011.</p> <p>Monthly July-August, 2011</p>	Regional Coordinator of C & I, Principal, School Improvement Monitor, .2 SIG Facilitator	.2 FTE SIG Facilitator \$20,218 (includes benefits)	
<p>1.6 Beginning in August and monthly thereafter, the principal will use a weekly administrative team meeting and a monthly learning team meeting to:</p> <ul style="list-style-type: none"> Provide information and opportunities to review and discuss the School Improvement Grant requirements, activities and progress Designate time during the meetings for discussion, questions, and feedback pertaining to the SIG. 	2, 8	Monthly beginning in August 2011- June 2012	Principal, School Improvement Facilitator, DIFI, Members of Learning Team, and Project GRAD.	NA	
Continue technical support from Project Grad. Prioritize their role in supporting the College Access Center/Coordinator and connecting with parents.	12	Beginning July, 2011 – June 2012 School Year	Metro Regional Executive Specialist, Director of School Improvement	\$316,000 Vendor Contract	
<p>2.1 Beginning in September, Project GRAD will continue to provide ongoing services to students at Vincent High School through the college access coordinator by:</p> <ul style="list-style-type: none"> Providing bi-monthly career exploration, bi-monthly college visits, college application support, and after school ACT prep. Assisting students in the completion of FAFSA, and summer job applications monthly. Increasing our students' exposure to college and career opportunities monthly. College Access Coordinators will provide support to the 9th grade Seminar class by presenting college/career awareness lessons and providing 	7, 12	<p>2011-12 school year</p> <ul style="list-style-type: none"> Bi-Monthly Monthly beginning January 2012 Bi-Monthly Monthly 	Principal, Project GRAD staff, and College Access Coordinator	NA	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>quest speakers.</p> <ul style="list-style-type: none"> College Access Coordinators form teams of volunteers to meet individually with all 9th grade students to develop their GRAD 5-year plan (9th - 1st year of college goals and tracking of accomplishments) and review other Naviance information monthly. College Access Coordinators will assist in identifying students for credit recovery and GRAD coordinator, along with school personnel, will monitor completion rates and maximum usage of E 20-20 program. 					
<p>2.2 Project Grad and school staff will continue “The Walk for Success” to the homes of incoming ninth grade students and families in the summer of 2012</p> <ul style="list-style-type: none"> Planning and volunteer recruitment will occur in the spring of 2012 led by the college access coordinator The walk will increase parental involvement and familiarize students and parents with policies, procedures, expectations and academic goals Volunteers talk to parents and students about Vincent High School. Through a questionnaire, parents are asked to identify skills and supports needed for themselves and their children. 	11	Summer 2012	Principal, Regional Executive Specialist, Project GRAD College Access Coordinator, and staff and community volunteers	NA	
<p>2.3 Beginning in August and monthly thereafter, the college access coordinator will make parent/family connections with Vincent families by:</p> <ul style="list-style-type: none"> Coordinating the Parent University information sessions, parent training programs, and parent outreach. Working with Parent Advisory Council to identify needed sessions and a PR campaign to recruit parents Recruiting teachers/presenters Scheduling sessions Developing catalog of offerings Coordinating mail-outs, auto-dialer, and other PR efforts Suggested topics Include; Strategies parents can use to help their child(ren) in school, PBIS, RtI, MAP, WKCE, transcript review and other tools for parents. All activities will take place at Vincent High School Inform and train parents/families of opportunities to increase their desired skills and knowledge. 	11	Monthly during the 2011-12 school year	Principal, Project GRAD staff/College Access coordinator, School Parent coordinator Regional staff as needed depending on topics	NA	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.4 In August, all freshmen students and their parents will participate in a college/career readiness forum at Vincent High School during freshmen Summer Bridge and in an orientation meeting for those who do not attend Summer Bridge</p> <p>The college access coordinator and guidance counselors will:</p> <ul style="list-style-type: none"> • Inform parents about required courses to prepare their child for college. • Share with students and parents a college/career rubric to assist with planning required coursework for graduation and college access • All freshman students will map their pathway with milestones created to ensure college access and to prepare them to complete their GRAD 5-year plan • Plans will be monitored quarterly along with the class selection process 	7, 11	<p>August, 2011</p> <p>• Quarterly</p>	Principal, Project GRAD staff, College Access Coordinator, Guidance Counselors	NA	
Improve instruction for all students.					
3.1 Monthly the district will provide the principal with intensive professional development to support his role as an instructional leader in a transformation environment.	4	Monthly – October 2011 leadership begins with coaching and support through June 2010. Second phase of training to begin June 2012.	Project Grad, Regional Executive Specialist, Principal, District and School Improvement	NA	
<p>3.2 Quarterly, an Instructional Coach Literacy (ICL) and an Instructional Coach Math (ICM) will ensure that vendor materials and vendor professional development align with the MPS Comprehensive Literacy Plan (CLP) and the MPS Comprehensive Math and Science Plan (CMSP). The ICL and ICM will work collaboratively with the vendor.</p> <p>The on-site Project GRAD Turnaround Officer will schedule the quarterly meeting and ensure that GRAD program staff are in attendance. Projected professional development and support will be examined and aligned to district plans/curriculum and student achievement goals.</p>	4,7	Beginning September 9, 2011, the assigned Instructional Coach Literacy and Instructional Coach Mathematics will meet with the vendor. Continuous meetings will occur on a quarterly basis throughout the school year.	Project GRAD staff, school based ICL, ICM, and Regional curriculum staff	.5 FTE ICL \$55,600 includes benefits .5 FTE ICM \$55,600 includes benefits	

School Name Vincent		Reform Model Transformation			
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>3.3 Principal in collaboration with vendor and other school staff and Project GRAD will create a professional development calendar that coordinates and aligns vendor, district, and school professional development plans. The professional development calendar will have dates, times, location and topics and will change based on the needs of the staff as evidenced by the quarterly walk-throughs.</p> <p>GRAD will participate with Vincent Learning and Leadership Teams in the school-based planning session in August. PD calendar will reflect department, whole-school needs, and district provided professional development. At least quarterly, the team will meet to review and revise the plan if necessary.</p>	4	August, 2011	Principal, Project GRAD staff, school based ICL, ICM, and Regional curriculum staff	NA	
<p>3.4 Principal in collaboration with vendor and other school staff will create an instructional calendar in each subject area that outlines the units to be taught, the standards and key ideas included in the unit, the time frame, and a common formative assessment for the end of the unit that will be used to measure students' understanding. This calendar will be aligned with the district assessment calendar. GRAD program staff will meet with department teams and provide consultative support around the topics of tiered assessments, differentiation, and WKCE alignment and practice.</p>	2, 4, 7, 8	August – September, 2011	Content- and subject-based teacher teams, Project GRAD staff, Assistant principals assigned to content area	NA	
<p>3.5 As a school community beginning in August, professional development for all teachers at Vincent in the following areas:</p> <ul style="list-style-type: none"> • ELA (CLP) • Math (CMSP) • Science (CMSP) • Social Studies • Electives <p>Ensuring effective implementation of any vendor adopted curricula, the CLP, and the CM/SP.</p> <ul style="list-style-type: none"> • Creation of a detailed professional development plan for each subject area based on information obtained from academic, behavioral, and assessment data. <p>GRAD will provide the following professional development as well as any topics delineated in the professional development plan:</p> <ul style="list-style-type: none"> • New Teachers-introduction of strategies presented to staff, reinforced and monitored in 2010-2011 (Opening/closing procedures, equitable questioning, cooperative learning, group management, reading strategies across the content areas) 8 hours • Entire staff (Opening of School)- 	4,7	<p>August and throughout the 2011-12 school year based on PD calendar</p> <ul style="list-style-type: none"> • Completed by October 2011 	Principal, Project GRAD staff, ICL, ICM, Regional instructional support	NA	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> review of above strategies and renew commitment for usage 2 hours establishing classroom rules/procedures 2 hours Entire staff(Quarter 1)-Refine foundation strategies from 2010-2011; differentiated questioning; reciprocal teaching Entire staff (Quarter 2)—Tiered Assignments/the critical question; keeping track of assignments Entire staff (Quarter 3)—Reinforce planning student choices/stations; revisit cooperative learning/teaching social skills; compacting curriculum Entire staff (Quarter 4)—Putting It All Together; Question Exploration Guide Department specific strategies on quarterly themes provided monthly during core curricula department meetings in collaboration with chair, ICL and ICM, and regional instructional staff Job-embedded--Based on quarterly walk-throughs, GRAD program staff may provide modeled lessons to demonstrate presented strategies 		<ul style="list-style-type: none"> Completed by October 2011 Completed by end of January 2012 Completed by end of March 2012 Completed by end of June 2012 Quarterly beginning September 2011 			
<p>3.6 Beginning in September, we will provide coaching to teachers who need support to implement new practices, including:</p> <ul style="list-style-type: none"> modeling, co-planning co-teaching observation of independent teaching with feedback monitoring <p>In addition, we will provide professional development for staff members educating students in a co-teaching environment (special education and regular education teachers).</p> <p>GRAD will meet monthly with coaches to build their capacity for coaching and supporting teachers. GRAD program staff will shadow coaches and provide feedback on coaching conferences and department meetings. Quarterly professional</p>	4	Beginning in September and monthly throughout the year	Principal, Project GRAD staff, ICL, ICM, Regional C&I		

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
development will be provided on topics such as coaching skills, looking at student work, building teacher leaders, and other topics identified by principals and regional staff.					
3.7 The principal will authorize the learning team to match the schedule of rotating teachers to the school professional development calendar in order to provide time for job embedded professional development. The rotating teachers will release teachers for collaboration with the regional RTI specialist to review WKCE, MAP, SAIL and other formative assessment data.	2, 4	Beginning September 19, 2011 <ul style="list-style-type: none"> Monthly 2011-2012 Rotating teachers will support schools 	Regional support staff, principal, Project GRAD staff, ICL, ICM,	Rotating Teachers listed in District	
3.8 Beginning in July and monthly thereafter teachers will receive research based professional development after school, Saturdays and before the start of the school year to improve their skills in: <ul style="list-style-type: none"> data driven decision- making efficacy literacy mathematics Feedback from quarterly walk-through data, meetings with Leadership and Learning team, and SIG Facilitator's monthly summary reports will be used to inform the development of the extended professional development opportunities. The GRAD Turnaround Officer and/or GRAD program staff and school-based staff will collaboratively plan the presentations and assist with increasing teacher/staff participation.	4	Beginning in July and monthly thereafter	Principal, Regional Team, Project GRAD	\$127,425 part time certificated (includes benefits) (Professional Development)	
3.9 Ninth grade Academy will be established in an autonomous area for the purposes of: <ul style="list-style-type: none"> Providing a relationship with a consistent group of staff and provide individual solutions to attendance/behavior/academic engagement issues Reducing student anonymity Improving the transition into high school and increase on-time promotion to 10th grade Increasing the cohort survival rate for high school graduation and college success Providing continuous communication among 9th grade teachers to set high expectations, consistent rules/procedures, examine student work, and develop student intervention plans Including a 9th grade seminar class that features support from the GRAD College Access Coordinator, college/career exploration curriculum, 	7	Academy will be established in September and support students weekly throughout the year.	Principal, Assistant Principal, Project Grad, PBIS Coach,	N/A	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
GRAD 5-year plan development, and guest speakers Project GRAD Turnaround Officer and program staff in collaboration with school leadership and regional specialist will facilitate dialogs about student-centered approaches, PBIS implementation, and instructional planning.					
3.10 Students in 9th and possibly 10 th grade (based on enrollment) will receive one additional class size reduction literacy and math teacher to reduce approximate class size from 40 students to 30 students per literacy and math class.	2	Additional staffing should be completed by July 30th	Human Resources, Regional Executive Specialist, Principal, Guidance Counselor	\$202,182 (includes benefits) 2.0 FTE Literacy and Math Teachers	
4.0 Principal will require school staff to participate in all required professional development related to Response to Intervention framework and the ClasStat process. The Regional Coordinator of Curriculum and Instruction, assistant principals assigned to math and English language arts will be responsible for leading professional development, assisting staff in implementation of new learning, coaching, and monitoring. The ICL and ICM will support the design and delivery of intervention program(s). <ul style="list-style-type: none"> Training will be provided by the district around the use of RTI EXCEED for data collection, MAP data analysis, and summative assessments for literacy and math, CLP and CSMP. Training provided by Project Grad will become more differentiated as it is determined which staff need more or less support to implement fundamental aspects of model. The vendor will evaluate its training through an evaluation process that helps to improve the effectiveness of program implementation. 	4,7,8	Weekly Math and English department meetings, monthly staff meetings, monthly PD meetings throughout the 2011-2012 school years.	Principal, Assistant Principal, Project Grad & Instructional Coach Literacy, Instructional Coach Literacy emphasis Math, Regional Coordinator of Curriculum and Instruction	N/A	
4.1 A .5 School Improvement Monitor will be assigned to intensively monitor implementation of fidelity checks in academics and with the universal screener in literacy and mathematics. <ul style="list-style-type: none"> In addition, ELA and Mathematics classrooms at levels Tier I and Tier II will be intensively monitored on a bi-weekly starting September rotating schedule. The School Improvement Monitor will work in tandem with the assigned Regional C & I Coordinator to conduct instructional observations, collaborate with the principal to provide feedback 	4	School Improvement Monitor will be assigned no later than August 30, 2011	Principal, Assistant Principal, & Instructional Coach Literacy, Instructional Coach Literacy emphasis Math, Regional Coordinator of Curriculum and Instruction, .2	\$74,926	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>to the teacher.</p> <ul style="list-style-type: none"> The principal will be able to use the feedback as a component of the teacher's evaluation. Teachers who are challenged in specific areas will be offered professional development linked with a professional development plan created collaboratively by the teacher and the principal based on the findings of the instructional observation. The principal will monitor and provide ongoing documentation of teacher growth. 			SIG Facilitator, School Improvement Monitor		
Pilot the new teacher evaluation system.					
<p>4.2 During the 2011-2012 school year, Vincent will participate in district and local professional development for principals and staff to build understanding and reliable use of the new teacher evaluation system by:</p> <ul style="list-style-type: none"> Implementing the pilot as designed. Participating in providing feedback about the system as part of the pilot. Developing a common observation calendar at the school identifying the times when school administrators, the vendor, and district staff will make formal observations. Annually evaluate all department chairs to determine if they will continue in the role using improving student achievement as one criterion. 	13	Professional development is based on the district calendar during the 2011-12 school years.	Principals, Assistant Principals, school staff members	NA	
Continue to improve the school climate by improving teacher attendance, student attendance, and behavior.					
<p>5.1 Beginning in September and weekly thereafter, Vincent will expand the range of options for staff recognition and rewards-tied to staff contributions toward improving student success by:</p> <ul style="list-style-type: none"> Extending the use of recognition and rewards to students tied to improving attendance, behavior, and achievement. In collaboration with the school-based distributed committees, the GRAD program staff will participate in the development of a staff/student improving attendance mentor program for high-risk students (attendance, behavior, over-age). Monitoring teacher attendance and ensure that teachers regularly review teacher attendance data with recognition at monthly staff meetings. Conferencing with teachers whose attendance rate exceeds the school's goal. Providing opportunities for staff input into the 	3, 5	Criteria will be established no later than September 30, 2011. Teacher teams will be rewarded by the principal after MAP data has been reviewed and analyzed for the three testing window.	Principal, Assistant Principals, Project GRAD, Learning Team, and/or PBIS Team, and/or Attendance Team	\$25,000 (Instructional Supplies for Staff Recognition)	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
reform strategies implemented. <ul style="list-style-type: none"> Monitoring student attendance weekly. Continuing the attendance committee and charge them with further implementation of the attendance/participation action plan. Monitoring suspensions weekly. Continuing the strategies presently employed to further reduce the overall number suspensions, the number of students suspended, and the number of suspensions from the learning environment. Analyzing suspension data to identify individual students or student groups who are not changing behavior as a result of being suspended. Design an alternate plan for these students. 					
Improve implementation of PBIS					
6.1 By July, Vincent will have identified the PBIS Leadership Team members and expand team leadership to co-facilitators. The team will begin to: <ul style="list-style-type: none"> Create a schedule for PBIS leadership meetings prior to the school day. Identify PBIS Tier II Team members. Review school rules and the student behaviors that will be addressed by the teacher and those that will be addressed by the office. Provide additional professional development for all staff in PBIS Tier I. Provide intensive professional development for the PBIS Team with a focus on teaching expectations, communication, and use of data. Implement Tier II interventions. Use the new school schedule to identify a regular time for teaching behavioral lessons. The GRAD Turnaround Officer will attend the Learning Team meetings and keep abreast of PBIS committee progress. 	4,7	Team Established by August 30 th 2011 Monthly schedule set by September 2011 Team selected by September 2011 Schools reviewed by August 20 2011 Professional development completed by October 2011 Tier II intervention beginning by October 2011 New school schedule set by August 2011	Principal, Assistant Principal, External PBIS Coach, PBIS Team, Project GRAD	NA	
6.2 Project GRAD will facilitate teachers' development of classroom expectations, rules, procedures, and acknowledgements. <ul style="list-style-type: none"> During opening of school professional development Job-embedded coaching 	4,7	August – September 2011	Principal, Assistant Principal, ICL, ICM, Project GRAD	NA	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Provide academic supports for struggling students. Example: Viking Academy					
<p>7.1 Beginning in September, school staff will continue to provide reading and math intervention for 9th and 10th grade students struggling in reading by:</p> <ul style="list-style-type: none"> Using a Reading Intervention Program (Reading Plus) to accelerate the acquisition of reading skills to meet or exceed WKCE/MAP targets (Ex. Reading Plus and Lexia). Using a Math Intervention Program to increase the acquisition of math skills to meet or exceed WKCE/MAP targets (Ex. ILEARN). <p>The intensive monitoring for fidelity of implementation will be facilitated by the Project GRAD Turnaround Officer and will include the Reading Intervention Teacher and other appropriate school/district personnel.</p> <ul style="list-style-type: none"> Turnaround Officer will monitor data on student progress and report to Learning Team. GRAD program staff will work closely with the provider to ensure continuity of program implementation. GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation of <ul style="list-style-type: none"> Student learning plans Small group instruction Computer-based instruction Performance assessment 	7, 8	<p>2011-2012</p> <p>School staff will provide interventions at least 3x a week, beginning by September 24th, 2011</p>	Principal, Reading Intervention Teacher, Project GRAD	\$65,500 (Professional Development Materials)	
<p>7.2 School staff will provide reading skill development through a district assigned Reading Intervention Teacher (Tier II Supplemental Intervention/Early Intervening Services academic support).</p> <p>Double Dosing for non-proficient 9th grade students</p> <ul style="list-style-type: none"> Use of a Reading Intervention Program (Reading Plus) to accelerate the acquisition of reading skills to meet or exceed WKCE/MAP targets. In collaboration with the ICL, GRAD, and provider, the Intervention Teacher will develop individualized student learning plans, including 	7,8,9	<p>2011-12 school year</p> <p>School staff will provide interventions at least 3x a week, beginning by September 1, 2011. Intervention students will be identified by the start of the school year.</p>	Principal, ICL, Reading Intervention Teacher, Project Grad staff	1 FTE Reading Intervention Teacher \$101,091 (includes benefits)	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
student progress measures, exit criteria, follow-up or additional intervention strategies <ul style="list-style-type: none"> GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation 					
7.3 Provide Math skill development through a district assigned Math Intervention Teacher (Tier II Supplemental Intervention/Early Intervening Services academic support). Double Dosing for non-proficient 9 th grade students <ul style="list-style-type: none"> Use of a Math Intervention Program to accelerate the acquisition of math skills to meet or exceed WKCE/MAP targets (Ex. ILEARN). In collaboration with the ICL, GRAD, and provider, the Intervention Teacher will develop individualized student learning plans, including student progress measures, exit criteria, follow-up or additional intervention strategies. GRAD program staff and intervention program consultant will observe the classes monthly and provide teacher feedback to ensure quality implementation. 	7,8,9	2011-12 school year School staff will provide interventions at least 3x a week, beginning by September 1, 2011. Intervention students will be identified by the start of the school year.	Principal, Math Intervention Teacher, Project Grad staff	1 FTE Math Intervention Teacher \$101,091 (includes benefits) \$25,000 curriculum materials for supplies/intervention materials	
7.4 Provide instructional intervention in reading and mathematics by using: <ul style="list-style-type: none"> Intervention Teachers for Math and Reading assigned to the school through District. Spring 2011 MAP and 2010 WKCE data to identify students in grades 9th, 10th, 11th and 12th who fall below district and state-determined proficiency levels, who will receive Tier 2 Interventions (exclusive of students receiving Tier III interventions). DIBELS/Dazes® Progress monitoring tools to monitor student progress on interventions. Rtl EXCEED to gather the progress monitoring data. Intervention teachers to enter progress monitoring data, at least, bi-weekly. The data will be used to determine if a student should continue or be dismissed from the intervention group. Data that is provided by Project Grad includes: <ul style="list-style-type: none"> a snapshot of whether the student is on target to-date and are making sufficient progress 	7	School staff will provide interventions at least 3x a week, beginning by September 24 th , SIG Intervention teachers will be assigned by September 1, 2011. Intervention students will be identified by the start of the school year.	Regional Executive Specialist, Principal, Project Grad staff	Identified in 7.2 and 7.3	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> o total scores o growth reports o Comparison with group 					
<p>7.5 The district and vendor will provide summer programs for incoming 9th and 10th graders to prepare them for success in high school courses.</p> <ul style="list-style-type: none"> • The district and vendor will provide a GRAD Summer Bridge for incoming 9th graders during August 2011 to orient them to high school expectations and procedures while enhancing their readiness for Algebra and literacy. • The district and vendor will provide a GRAD Summer Institute for incoming 10th graders during the summer of 2012 to enhance their skills in math, literacy, science and provide college access and career exploration experiences. • Collaborate with district specialists to provide a school-wide summer reading program for the summer of 2012. 	9	<p>Summer 2012</p> <p>Summer 2011</p>	Regional Executive Specialist, Principal, Project Grad staff	In District Section	
<p>7.6 Beginning in August, Project Grad will use the new school schedule to establish time for double dose reading and math instruction for all incoming 9th grade students to improve their reading and math skills.</p>	9	August, 2011	Principal, Assistant Principal in charge of programming, ICL, ICM	NA	
<p>7.7 Beginning in September and daily thereafter, there will be opportunities for credit recovery and night school options provided for credit deficient students from 4:00-7:00pm at Vincent High School. The courses offered are mathematics, science, social studies, English, physical education and art. These courses are required for graduation.</p>	9	Beginning in September and daily thereafter	Principal, Assistant Principals, Teachers	\$30,000 (part-time certificated, includes benefits)	
<p>7.8 A 7-week WKCE/MAP Blitz will be implemented as a collaborative effort among the Leadership and Learning teams, school staff, and Project GRAD as a strategy for meeting or exceeding targets.</p> <ul style="list-style-type: none"> • Initial planning session held in June 2011 • Buy-in and logistics during July 2011 planning meeting • GRAD will provide WKCE formatted practice 	7	<p>July 2011 planning meeting</p> <p>Initial planning session held in June 2011</p> <p>MAP prep professional development by Sept. 9th</p> <p>WKCE prep by October 24th,</p> <p>ACT prep by April 5th 2011</p>	GRAD will provide WKCE formatted practice materials	Staff kick-off during Opening of School professional development	Work with 10 th grade departmental teachers on scope/sequence of WKCE objectives to be taught during 7 weeks

School Name Vincent		Reform Model Transformation			
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
materials <ul style="list-style-type: none"> • Staff kick-off during Opening of School professional development • Work with 10th grade departmental teachers on scope/sequence of WKCE objectives to be taught during 7 weeks • Student/parent conferences • Identifying bubble students and targeting special recognition • Individual student data chats, setting personal goals • Grade-level assemblies about the importance of the test(s) and incentives • WKCE Saturday or after-school tutoring • Visual reminders posted in halls • Auto dialer messages • MAP group/class competition 					
7.9 Beginning in September and daily thereafter, struggling students will receive intervention in reading and mathematics using a Reading Intervention Program, e2020 and other instructional strategies matched to their particular needs.	7	Beginning in September and daily.	Principal	N/A	
7.10 Additionally, Viking Academy will address student's academic and behavioral needs. All students will have access to the Viking Academy. The Viking Academy will offer opportunities for additional instruction in core subject areas, as well as restorative practices. The program will be implemented in one of two ways: 1) A student can take advantage of the 4:00 – 7:00 Viking Academy to make up for lost instruction. 2) Students who have violated school policies and have been suspended will be offered the opportunity to participate in the success academy. If the violation warrants a suspension, the suspension will be issued with the opportunity for students to reduce the length of the suspension through participation in the after school Viking Academy. The Viking Academy will follow all special education rules and regulation regarding suspension. <ul style="list-style-type: none"> • The Viking Academy's hours are between 4:00 p.m-7pm, Monday through Friday. • Students may participate in the Viking Academy in addition to their regular school day. Students who have received a 	2, 7, 8	Beginning in September and daily Daily	Principal	\$70,000 (\$60,000 Part-time Certificated for Staffing) (\$10,000 Instructional Supplies/Materials)	

School Name **Vincent**Reform Model **Transformation**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>suspension may participate in the Academy with the understanding that the suspension will remain on file.</p> <ul style="list-style-type: none"> The length of the suspension maybe modified after participation in the Academy at the discretion of the school administrator. Between the hours of 4-7pm, this educational program is designed to address student's academic weaknesses and inappropriate behavior that creates a distraction in the learning environment. Viking Academy renders academic support and redirection to students without having a punitive overtone because it allows students to remain current with class assignments, receive credit for attendance, yield professional support, and reflect on the expectations of productive behavior. GRAD Coordinator will investigate school-based resources and/or broker resources and assist with the development of a mentor component for students who are repeat attendees. <p>At the end of each month beginning September 30, 2011, the principal will submit reports to the DIFI Supervisor assigned to the Metro Region. The quarterly reports will include but not limited to the following:</p> <ul style="list-style-type: none"> Daily reports including names and grade levels of students served. Student attendance and suspension rates Proficiency scores on 2011 WKCE and MAP 2011-12 <p>Viking Academy attendance data will be collected and monitored by the principal daily</p>					

VII. SCHOOL PLAN (cont'd.)
School of Career and Technical
Education (Custer)

School Name			Reform Model		
Custer			Restart		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the close of the 2010-11 school year, the proficiency rate in reading will be 27% as measured on the November 2010 WKCE	WKCE data	In 2009-10, 24% of the students at Custer were proficient or advanced on the November, 2009 WKCE.		In 2010-11, 15.1% of the students at Custer were proficient or advanced on the November 2010 WKCE.
2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 25% based on the November 2012 WKCE.	WKCE data			
2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 40% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 55% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be at or above the state average of 76.3% based on the November 2015 WKCE or the then current state assessment.

**More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 18% based on the November 2011 WKCE.	WKCE data	In 2009-10, 15% of the students at Custer were proficient or advanced on the November 2010 WKCE math		November 2011 WKCE math 17% proficient or advanced.
2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 25% based on the November 2011 WKCE.	WKCE data			
2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 40% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 55% based on the November 2014 WKCE or the then current state math assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be at or above the state average of 69.9% based on the November 2015 WKCE or the then current state

VII. SCHOOL PLAN (cont'd.)
School of Career and Technical
Education (Custer)

math assessment.

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all Custer students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation Data	Fall Reading Participation: 71.9%	Winter Reading Participation: 63%	Spring Reading Participation: 52%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 37% proficient or advanced	Winter Reading: 29% proficient or advanced	Spring Reading: 30.3%
2011-12	95% of all Custer students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.)
School of Career and Technical
Education (Custer)

2010-11	100% of all Custer students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 77.4%	Winter Math Participation: 61%	Spring Math Participation: 46%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in math will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 24% proficient/advanced	Winter Math: 16% proficient/advanced	Spring Math: 15.3%
2011-12	95% of all Custer students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:
2010-11	Student attendance will increase by 10% from 62% to 72% by the completion of the 2010-11 school year.	MPS attendance data	The 2009-10 attendance rate at Custer was 62%.	From September to February of 2011, monthly attendance rate at Custer ranged from 82% to 88%.	As of 6/15/2011, the attendance rate at Custer was 83.5%.
2011-12	Student attendance will increase and be maintained at 90% or above, the MPS high	MPS attendance data			

VII. SCHOOL PLAN (cont'd.)
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	school attendance target.				
2010-11	Student suspensions from the learning environment at Custer will decrease from 89% to 79% of all suspensions by the completion of the 2010-11 school year.	MPS suspension data	In 2009-10, 89% of all suspensions at Custer were from the learning environment	From September to February of 2011, monthly suspensions from the learning environment ranged from 28% to 85%.	As of 6/15/2011, 51.8% of all suspensions at Custer were from the learning environment.
2011-12	Student suspensions from the learning environment at Custer will be maintained at or below 40%, which is the MPS goal for high schools.	MPS suspension data			
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk September 2010 Over Age—52% Total Quality Credits-23%		% Current Students at High Risk May 2011 Over Age—42% Total Quality Credits-21%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 191 students to 134 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 191 students were identified as at high risk for graduation based on total quality credits.		

[illegible]

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
1.5 Instructional staff members have been excessed due to the selection of the Restart Model. <ul style="list-style-type: none"> An interview team comprised of the Regional Executive Specialist and/or the school principal, a parent and two district instructional support specialists to conduct interviews of staff members who apply to work at the school. (SIG funds requested to fund teacher participation on the interview team) Teachers were offered positions based on certification in their content areas. 	15	June, 2011	Director of District and School Improvement, Director of Human Resources, Director of School Support	NA	
1.6 The Regional Director of School Support will work with Human Resources to ensure that staff members who were excessed are not reassigned to School of Career and Technical Education unless they went through the interview process.	15	July-August, 2011	DIFI Supervisor, Principal, Human Resource Department	NA	
1.7 Prior to the start of the 2011-12 school year, the DIFI Supervisor assigned to the Metro Region and Human Resources staff will verify that no teacher of the School of Career and Technical Education has been rehired, unless they went through the interview process. Any necessary changes will be made prior to August 30, 2011.	15	July- August, 2011	DIFI Supervisor, Principal, Human Resource Department	NA	
1.8 Proactively schedule teacher observations so that all teachers are observed regularly. Information gathered will be used to: <ul style="list-style-type: none"> Support teaching and learning and professional development planning Enable the use of the contract to assist teachers in leaving a school when they are not compatible for the intervention model being implemented. The principal will submit an instructional observation calendar to the Regional Executive Specialist by September 15, 2011.	15	September 2011 - June 2012 September 15, 2011	Principal, Assistant Principal, School Improvement Monitor, Regional Executive Specialist, Director of School Support	NA	
1.9 As new teachers are assigned to the School of Career and Technical Education, they will receive necessary professional development and updates to ensure the continued progression of SIG activities and interventions. A "new" teacher meeting to be held monthly to establish a schedule for professional development and updates.	15	Monthly September 2011 - June 2012	Principal, Assistant Principal, School Improvement Monitor, Regional Executive Specialist, Director of School Support	NA	
1.10 Provide recognition of staff members who are contributing to the school's improvement efforts at staff meetings and other school events. <ul style="list-style-type: none"> The principal, along with the school governance council will develop criteria essential to defining what it looks like to have contributed to the school's improvement. This could include but not exclusive to: <ul style="list-style-type: none"> Teacher attendance 	15	September, 2011- June, 2012	Principal, Assistant Principal, School Improvement Monitor, Regional Executive Specialist, Director of School Support	\$9,000 instructional supplies for staff	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> ○ Decreased incident referral's written ○ Demonstration of good PBIS strategies ○ Improving student attendance ○ Monitoring student progress ○ Making parent contacts ○ Participating in a family involvement after-school activity 					
1.11 Hire an assistant principal to: <ul style="list-style-type: none"> • Program staff and student schedules • Recruit students • Manage the building <ul style="list-style-type: none"> ○ Student supervision ○ Safety supervision ○ Violence Free Zone supervision ○ Special Services Administrator ○ Educational Assistant supervision • Provide instructional leadership • Teacher observation • Teacher evaluation • Coordinate professional development, learning teams, and professional learning community • Oversee GED and E2020 		August, 2011	Principal, Assistant Principal, School Improvement Monitor, Regional Executive Specialist, Director of School Support	\$149,852 (includes benefits)	
1.11 Hire a business liaison from Milwaukee Area Technical College (MATC) to: <ul style="list-style-type: none"> • Establish articulations between School of Career and Technical Education and MATC for dual credit • Build relationships with business partners <ul style="list-style-type: none"> ○ Establish and facilitate an advisory board ○ Coordinate career fairs ○ Schedule career tours (businesses, colleges) ○ Identify and partner students with professional mentors ○ Solicit resources needed to continue day to day activities • Identify equipment needed • Build relationships with consultants (businesses, technical career organizations, community, labor unions) • Be a conduit between MATC business and School of Career and Technical Education 	15	August, 2011 September 2011 – June 2012	Director of School Improvement, Regional Executive Specialist, Director of School Support Coordinator of Career and Technical Education, Principal	\$50,000	
1.12 Contract with approved vendor for support in the integration of technical programs with core academics (science, English, math, social studies) <ul style="list-style-type: none"> • Facilitate professional learning community meetings • Identify projects for cross curricular instruction • Provide professional development • Coach teachers as appropriate in: 	15	August, 2011 September 2011 – June 2012	Director of School Improvement, Regional Executive Specialist, Director of School Support	\$47,782 instructional Supplies	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Developing projects Establishing rubrics for assessing the project Monitoring student performance Giving students descriptive feedback Monitoring process through: <ul style="list-style-type: none"> Classroom visits Student work samples Provide necessary materials and supplies 			Coordinator of Career and Technical Education, Principal		
1.13 Hire Instructional School Improvement Monitor to <ul style="list-style-type: none"> Monitor implementation of fidelity checks in academics and with the universal screener in literacy and mathematics Monitor ELA and Mathematics classrooms at levels Tier I and Tier II on a bi-weekly rotating schedule Work in tandem with the assigned Regional C & I Coordinator to conduct instructional observations Collaborate with the principal to provide feedback to the teacher Provide support linked with a professional development plan created collaboratively by the teacher and the principal based on findings from the instructional observation Monitor and provide ongoing documentation of teacher growth Oversight of the activities of the MATC business liaison Oversight of the national organizations which specialize in the integration of technical programs with core academics (science, English, math, social studies) Oversight and coordination of the activities and projects with Project Lead the Way and with Johnson Controls, Inc. 	15	August, 2011	Director of School Improvement, Regional Executive Specialist, Director of School Support, Principal	\$149,852 (includes benefits)	
1.14 The principal will receive intensive professional development for turnaround leaders and mentoring through participation in a professional learning community	1, 4, 2	Monthly, September 2011 leadership begins with coaching and support through June 2012. The second phase of training to begin June 2012.	Regional Coordinator of Curriculum and Instruction, Principal, Director, District and School Improvement (DIFI), Regional Executive Specialist	\$5000 Travel, Turnaround external partner, (listed in district section)	
1.15 The External Partner will continue to provide a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Restart Officer for MSCTE during the 2011-2012 school year. The duties of the Chief Restart Officer as appointed by the External Partner will include: <ul style="list-style-type: none"> Intensify the on-the-ground support for the MSCTE principal and leadership team on a weekly basis focusing on the areas of instructional leadership. 	4,12	Leadership Team meetings are taking place. The external provider continued meeting with the administrative team throughout the summer to plan for the 2011-2012 academic year.	Regional Executive, Specialist, Principal, Assistant Principals, Regional Director of School Support, External Provider,	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Intensify the project management guidance and support for the principal to effectively implement the School Improvement Grant Restart Plan. This will be the responsibility of the Chief Transformation Officer. Continue to co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. This year's agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. Continue to meet with the Metro Region Regional Executive Specialist on a monthly basis to provide status updates on the progress of the School of Career and Technical Education toward meeting the goals of the 2011-2012 School Improvement Grant. In response to the limited walkthroughs which took place during the 2010-2011 school years, the External Partner will provide continued support to the school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. 		<p>Meetings will continue to take place on a weekly basis throughout the school year.</p> <p>Monthly beginning September 30, 2011.</p> <p>Monthly beginning October 3, 2011.</p>			
<p>1.16 External Partner will provide professional development for leadership teams on how to conduct effective classroom walkthroughs based on the concepts outlined in the book entitled <u>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</u> by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Purchase a copy of <u>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</u> by Elizabeth City for each administrator. Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. Schedule classroom visits to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. Require administrators to conduct a minimum of ten classroom walkthroughs a week across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction identified, as well as plan for future professional development sessions. Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers' professional growth. 	4, 12	<p>Beginning October 2011.</p> <p>Beginning 2nd semester January 2012.</p> <p>Beginning September 26, 2011.</p> <p>Beginning October 10, 2011.</p>	Regional Executive Specialist, Principals, Asst. Principals, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Mathematics	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Database Decision Making 2.1 The Learning team and reform members will use SAIL data for informed decision making to address over-age under credited student populations.	8	Beginning September 19, 2011	Principal, Assistant Principal Learning Team, RtI specialist, ICL, ICM, Vendor, Community Partners (Project Lead the Way, Johnson Controls, MATC)	NA	
2.2 Require school staff to participate in all required professional development related to the Response to Intervention (RtI) framework and the ClasStat process-Plan, Do, Study, Act (PDSA) for tracking student performance. The Regional Coordinator of Curriculum and Instruction, assistant principals assigned to Mathematics and English Language Arts, RtI Specialist and the selected vendor will be responsible for leading professional development of new learning, coaching and monitoring. The ICL and ICM will support the design and delivery of intervention program(s). <ul style="list-style-type: none"> • Training will be provided by the district around the use of RtI EXCEED for data collection, MAP data analysis, and summative assessments for literacy and math, the CLP and the CSMP. • Training will be provided by the vendor on the tools used for interventions. • Monitor student progress at regular intervals to make informed instructional decisions based on the analysis of the data. • Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. • Collaborate and receive direction from the Education Transformation Committee (ETC) to drive the decision-making process of the Plan, Do, Study, Act model. The school is monitored for fidelity of implementation which feeds into the collaborative planning process for data decision making	4, 8, 12, 15	Bi-weekly beginning October 3, 2011 through June 2012	Regional Executive Specialist, Director of School Support Regional Coordinator of Specialized Services, Coordinator of Curriculum and Instruction, RtI Specialist, Vendor, Instructional Coach Literacy (ICL) Instructional Coach Mathematics (ICM)	\$111,200 1 FTE Instructional Coach Literacy includes benefits \$111,200 1 FTE Instructional Coach Math includes benefits	
2.3 MAP, SAIL, classroom and formative assessment data will be reviewed by teacher teams upon completion of the fall, winter and spring benchmark assessments. Teachers will use these data to form instructional groups within their classrooms for reading and mathematics. Provide technical support on reporting that supports the instructional solutions, including math and literacy. <ul style="list-style-type: none"> • Secure reporting for individual students, groups, school and district. Reports include: <ul style="list-style-type: none"> ○ a snapshot of whether the student is on target to-date and are making sufficient progress ○ total scores ○ growth reports ○ Comparison within the group 	15	WKCE, SAIL and MAP data will be reviewed during monthly ClasStat meetings.	Principal, Student Services staff members, PBIS Tier II team, PBIS external coach, RtI specialist, Learning Team, Guidance, School Improvement Monitor, Vendor	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
2.4 Each student, in all grades, will meet with their advisory teacher to review their performance upon completion of fall and winter benchmarks (MAP) and set individual achievement goals (data chats) based on the current MAP assessment, in conjunction with classroom based assessments.	15	After each MAP assessment (Fall, Winter) Parents will be invited one time per semester	Principal, Vendor, Guidance, Teachers, School Improvement Monitor, MATC community Partner	NA	
<ul style="list-style-type: none"> Goals will be based on district set levels of performance in conjunction with NWEA “typical growth” reports. (Typical growth should not be used solely as whether the number is an aggressive enough target for individual students). A checklist will be developed to help monitor completion of data chats Parents or family members will be invited to participate in student data chats and goal setting conferences. Community and District resources may be called upon to assist in completion of the data chats 					
2.5 Teachers will study various student assessment work and results together to create plans to improve and differentiate instruction and to provide further professional development in areas of identified need. Assessments will include CABS, MAP, unit quizzes and tests, final exams and Language! Assessments.	8	Beginning September 26, 2011.	Principal, Asst. Principals, Learning Team, Vendor, Instructional Coach Literacy, Instructional Coach Mathematics	NA	
2.6 Provide collaborative working time for teachers to score formative assessments, analyze data research, plan and implement resources aligned to the instructional needs of students.	2, 8	Weekly during collaborative planning time beginning September 12, 2011.	Regional Executive Specialist, Regional Coordinator of C & I Principal, Asst. Principals & Vendor	NA	
2.7 Use professional development data and analysis to inform reform implementation, disseminating information to all staff. Data will include types of professional development offered, number of participants required, number of participants, walk-through, follow-up, and survey data.	4, 8	Beginning September 12, 2011.	Regional Coordinator of C & I, DIFI Supervisor, SIG Facilitator, Principal, Asst. Principals, Vendor	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.8 Provide teachers the access to a platform that facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement a platform that will integrate the College Readiness Standards, Common Core State Standards, and State Test standards. <ul style="list-style-type: none"> Provide professional development to administrators and staff on how to effectively utilize the platform to drive instructional decisions with the goal of increasing student achievement. Using the adopted platform, data-dashboard, aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data. Using rotating teachers, collaborative planning periods will be used to facilitate teachers working together to create common and consistent assessments utilizing the item banks from the adopted K12 platform across core content areas. Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. Continue to implement the MAP assessment process with fidelity. <ul style="list-style-type: none"> Administer the MAP assessment three times during the 2011-2012 school years. Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children's education. 	4, 7, 8	<p>Monthly: August 2011- June 2012</p> <p>Platform will be selected by August 30, 2011</p> <p>To be completed by October 27, 2011</p> <p>To be completed by November 30, 2011</p> <p>Beginning September 26, 2011.</p> <p>Beginning second semester Spring 2012.</p> <p>September 2011,</p> <p>December 2011 ,</p> <p>April 2012</p> <p>Ongoing beginning after the first MAP assessment window.</p>	Regional Coordinator of C & I, DIFI Supervisor, Regional Executive Specialist, Principal, Vendor	\$89,140 part time certificated professional development	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Teacher Effectiveness 3.1 Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, Lesson Study Groups, and Professional Learning Communities. To accomplish this Work Plan, the parties responsible will collaborate to: <ul style="list-style-type: none"> Implement a seven period schedule comprised of 51-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. Provide Instructional Leaders with a professional development period to support the growth of the instructional staff within their department. Instructional Leaders will work with Content Area Directors assigned by the External Partner to ensure the efficacy of curriculum and instruction. The regional schedule for Metro schools will allow for double dosing. Continue to provide double dosing of Algebra and English on an as needed basis. 	2, 7, 9	September 1, 2011 Weekly beginning September 12, 2011. Weekly beginning September 12, 2011. Beginning September 1, 2011.	Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support, Principal, Department Chairpersons & Vendor	NA	
3.2 Enrich the instructional review process by conducting a comprehensive needs assessment of MSCTE to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will: <ul style="list-style-type: none"> Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled "Closing the Achievement Gap." This tool will assess the school from the perspective of 80 research-based benchmarks that have been deemed necessary for school effectiveness. Collaborate with the principal, school staff, and Metro Region staff to develop a school transformational profile based on the results of the needs assessment. Determine interventions, measurable goals, and benchmarks based on results of the needs assessment Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. Work with the principal to create a communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform MSCTE. 	8, 12	September 2011 October 2011 October 2011 September 2011 September 2011	Regional Executive Specialist, Principal, Regional Coordinator of C & I, Regional Director of School Support, Instructional Coach Literacy, Instructional Coach Mathematics, Vendor	NA	

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3.3 Mandatory professional development will be provided after school and on Saturdays in data-driven decision making, lesson planning, literacy, mathematics and efficacy. Additional after school and Saturday dates will be included in the professional development calendar.	4	Beginning October 2011 through June 2012	Principal, Regional Coordinator of C&I, Vendor, Teachers	NA	
3.4 Continue professional development for special and regular education literacy and mathematics teachers to support inclusion of students with special education needs in a least restrictive environment. Special education and regular education teachers will collaborate with the vendor and the assigned Instructional Coach Literacy and Instructional Coach Mathematics to develop effective lesson plans that will meet the needs of all learners.	4	Twice a semester beginning October 10, 2011.	Principal, Special Education Supervisor, Instructional Coach Math, Instructional Coach Literacy, .5 School Improvement Monitor, Vendor	NA	
3.5 Continue to provide and intensify professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of MSCTE students to improve their academic performance. To accomplish this Work Plan, the vendor will continue to strengthen the collaborative relationships with the district to: <ul style="list-style-type: none"> • Use the vendor's Literacy Director, Mathematics Director, Science Director and a Special Education Director to provide weekly on-the-ground support for the instructional staff at MSCTE. • Increase the rigor of support in building the capacity of the district Reading and Mathematics coaches assigned to MSCTE to ensure a consistent and uniform delivery of professional development. • Maximize the usage of the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at MSCTE. • Maintain the implementation of the "Model Classroom Concept" at MSCTE. The "Model Classroom" is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional staff to observe. • Job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff will continue to be provided to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> ○ Common Core Standards: Crosswalk and Implementation ○ Literacy Strategies for Career and Technical Education ○ Career and College Readiness ○ Bridging the Gap for Urban Students 	4	Weekly during collaborative planning time beginning September 6, 2011.	Principal, Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Math, District Literacy & Math Specialist, Vendor, .5 School Improvement Monitor	NA	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> ○ Differentiated instruction for all teachers. ○ Response-to-Intervention framework and the ClasStat process. ○ The MPS Comprehensive Math, Science and Literacy Plans. ○ The effective use of data to make adjustments to instruction and informed school improvement decisions. ○ Development and use of effective lesson plans. 					
3.6 English Language Arts and Mathematics teachers will meet weekly to collaboratively plan instructional units based on common course planning and pacing guides that are aligned to Common Core Standards and the MPS Comprehensive Literacy and Math plans. Cross curricular teachers will meet weekly to collaboratively plan project based activities using the Common Core Standards to integrate into technical education. The planning will result in an instructional calendar. Internal support teachers will meet with the teams as it fits into their assigned schedule.	15	September, 2011- June, 2012	Principal, Regional Coordinator of Curriculum and Instruction School Improvement Monitor, Teachers, Literacy and Math Specialist, ICM and ICL, Vendor	NA	
3.9 Provide a stipend to one team of Mathematics and English Language Arts teachers at MSCTE whose students demonstrate the greatest gains in achievement. A \$500 per person stipend toward attendance at a professional conference that is aligned with district initiatives will be awarded. <ul style="list-style-type: none"> • The principal, administrators, and governance council will develop criteria to use in defining the contribution toward school improvement. This could include but not exclusive to: <ul style="list-style-type: none"> ○ Percentage of increase in number of students projected to be proficient or advanced on WKCE according to the fall/winter/spring benchmark assessments ○ Increase in the overall percentage of students moving from minimal to basic or higher ○ Increase the number of students who have a GPA higher than 2.0 	15	Beginning 2 nd semester	Principal	\$9,000 travel	
3.10 Develop common formative assessments for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. Teachers, with support from the vendor, develop the assessments by making the criteria explicit, based on ACT's College Readiness Standards to ensure sufficient rigor for all students. Support will be provided by the Regional Math and Literacy Specialists, ICL and ICM <ul style="list-style-type: none"> • Provide rotating teachers to support professional development and collaborative planning periods and rotating teachers (see attachment for 	15	Beginning July, 2011- June, 2012 before each instructional unit	Principal, ICL, ICM, Coordinator of Curriculum Instruction, Vendor, Teachers, District Identified for Improvement Director and Supervisor	Listed in LEA/District section	

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas.		Beginning September 26, 2011			
3.11 The professional development calendar will be refined to reflect the twice a year survey and learning needs assessment of the school.	4	Survey will be administered at the beginning of the school year no later than October 30, 2011 and the beginning of the second semester scheduled to start January 24, 2011.	Principal, Instructional Coach Math & Literacy, District Math & Literacy Specialist, Regional Coordinator of C & I, Vendor	NA	
3.12 Principal or designee will attend one weekly content level meeting a month to provide descriptive feedback to teachers.	15	July, 2011- June, 2012	Principal, Assistant Principal, School Improvement Monitor	NA	
3.13 Require staff to participate in all required professional development related to the Comprehensive Math and Science Plan. The Regional Coordinator of Curriculum and Instruction, assistant principal assigned to Mathematics, the selected vendor and the Instructional Coach Math (ICM) will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring. <ul style="list-style-type: none"> Differentiated professional development for teachers will be implemented at different phases of implementation 	15	Beginning October 2011 through June, 2012	Principal, Literacy Specialist, Math Specialist, Regional Coordinator of Curriculum and Instruction, Assistant Principal, School Improvement Monitor, Teachers	NA	
3.14 Professional development will be provided to teachers by the Vendor, Instructional Coach Literacy and Instructional Coach Math to support the development of effective lesson plans. <ul style="list-style-type: none"> Lesson plans will be reviewed by the Regional Coordinator of Curriculum and Instruction on a rotating basis. The Coordinator of Curriculum and Instruction and vendor will provide feedback to the principal who will follow up with teachers during monitoring conferences. The principal or his/her designee will document supports that are provided to teachers and follow up to ensure teacher progress. <p>Vendor provides curriculum-embedded assessments to provide teachers with powerful means to identify problems in learning, monitoring of student progress and areas for differentiation. The professional development for teachers is designed to help teachers integrate the monitoring of progress within the instructional cycle to help plan for students' needs. Teachers are trained to use a</p>	15	August, 2011- June, 2012	Principal, Vendor, Coordinator of Curriculum and Instruction, ICM and ICL, Literacy and Math Specialists, Teachers	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
variety of tools to learn what their students know and how best to approach their individual learning needs.					
3.15 By September 2011, the principal will identify a .2 school-based SIG Facilitator who will assist the school with implementation of grant activities and data one day per week. SIG Facilitator will: <ul style="list-style-type: none"> • Compile data related to math, literacy, and attendance/suspension monthly • Review and analyze data monthly • Organize meetings and provide data to the principal and vendor • The principal will be responsible for sharing information with staff during monthly staff meetings 	15	September, 2011- June, 2012, monthly	Principal, SIG Facilitator	.2 SIG Manager \$20,218 (includes benefits)	
3.16 Add a class size reduction teacher to each literacy and math departments at 9 th grade to reduce approximate class size from 40 to 30 students in literacy and math classes.	15	July, 2011	Director of School Improvement, Principal, Assistant Principal	\$202,182 (includes benefits)	
3.17 Two teachers will attend Project Lead the Way workshops, one on Introduction to Engineering Design and the other on Principles of Engineering. These courses will be offered to 9 th , 11 th and 12 th grade students during the 2011-2012 school year.		August 8-20, 2011	Teachers	NA	
Learning Supports 4.1 Require teachers to participate in classroom management training as deemed appropriate by school based administrators. The assistant principal and the selected vendor will be responsible for supporting implementation of new learning, coaching and monitoring. Office referrals and observations will be used to identify the teachers who need additional support.	15	August, 2011- June, 2012	Principal, vendor, Coordinator of Curriculum and Instruction, ICL and ICM	NA	
4.2 Provide rotating teachers for Mathematics and English Language Arts teacher to be used for visiting and observing another teacher's practice with prior approval by the principal.	15	August, 2011- June, 2012	Principal, Rotating Teachers, Director District of School Improvement	NA	
4.3 The vendor and MPS instructional coaches will jointly identify teachers' learning needs and will collaboratively design and deliver additional professional learning experiences. Learning needs will be determined through the use of the Quality Review, Technical Assistance Planning, Focus Walks and Leadership Team Meetings where teacher data is reviewed.	15	August, 2011- June, 2012	Vendor, ICL, ICM, Regional Support Staff, School Improvement Monitor, Principal, Assistant Principal	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
4.4 Use E2020 to provide credit recovery options for students who are over-age, under-credited in grades 11 and 12, and students who are in danger of non-promotion in all grades.	15	August, 2011- June, 2012	Principal, Guidance, School Improvement Monitor, Assistant Principal, Teachers	\$2000 software	
4.5 Interventions will be provided to 9 th grade students who performed minimal or basic in reading and math on the WKCE and/or MAP and 11 th and 12 th grade students who are over-age and under-credited. <ul style="list-style-type: none"> Students will be identified by collaborative teacher teams as they review student data. The vendor will identify support program based on student needs. Student progress and other records will be maintained by EXCEED by classroom teachers and monitored by the principal and Regional C & I Coordinator.	15	August, 2011- June, 2012	Vendor, Regional Curriculum and Instructional Coordinator, School Improvement Monitor, Principal	NA	
4.6 The ICL and ICM will double dose for non proficient 9 th grade students: <ul style="list-style-type: none"> Use of a reading and Math Intervention program to accelerate the acquisition of reading and math skills to meet or exceed WKCE/MAP targets In collaboration with the vendor, the Intervention teacher will develop individualized student learning plans, including student progress measures, exit criteria, follow-up or additional intervention strategies Observe classes monthly and provide teachers descriptive feedback to ensure quality implementation. 	15	September, 2011- June, 2012	Vendor, ICL, ICM, Regional Coordinator of Curriculum and Instruction, School Improvement Monitor	NA	
4.7 Provide the following intervention: <ul style="list-style-type: none"> Reading Plus for struggling readers Professional development and onsite coaching for literacy instruction WKCE preparation MAP preparation for all students 	12	July 2011 – June 2012	Vendor	\$54,000	
4.8 The School of Career and Technical Education 11 th and 12 th students will take a test called <i>Key Train</i> which allows individuals to demonstrate their level of skill in the most common skills required for success in post secondary employment at the MATC campus in August. <ul style="list-style-type: none"> An MATC teacher will teach an interactive training class for students needing skill improvement. Students will receive a Career Readiness Certificate upon completion which they can use in future employment applications. The 9th grade students will take the test in the fall to identify the needs and skills will be identified for that population to be addressed 2nd semester. 	11	August 18 and 19, 2011 (test) Fall Semester 2011 Upon successful completion Fall 2011, Winter 2012	Principal, MATC Faculty	\$10,000	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>4.9 Johnson Controls, Inc., a community partner, will provide training opportunities in Science, Technology, Engineering and Math (STEM) for MSCTE students, specifically in plumbing, sheet metal work, and steam fitting which will prepare students for apprenticeship careers or a four-year engineering degree program. Johnson Control staff will:</p> <ul style="list-style-type: none"> • upgrade the heating, ventilating and air conditioning lab (HVAC) in the MSCTE building, working with currently enrolled students from MSCTE, and • act as technical advisors to assist with <ul style="list-style-type: none"> ○ curriculum planning and development ○ classroom speakers ○ facility tours ○ job shadowing experiences for teachers ○ internships for students 	11		Principal, Johnson Controls Liaison, SIG Manager, Teachers	NA	
<p>Standards Based Curriculum & Assessment</p> <p>5.1 Hire two intervention teachers (Reading and Math) to provide interventions in the areas of Mathematics and Reading to support non-proficient students as identified by WKCE and MAP data. Mathematics and Reading Intervention Teachers will be accountable for monitoring student progress on a bi-weekly basis.</p> <ul style="list-style-type: none"> • Intervention Teachers for Math and Reading will be assigned to the school through Central Services. • Spring 2011 and 2010 WKCE data will be used to identify students in grades 9th, 11th, and 12th who fell below district and state-determined proficiency levels, who will receive Tier 2 Interventions (exclusive of students receiving Tier 3 interventions). • DIBELS® Progress monitoring tools (DAZE) will be used to monitor student progress on interventions. • RtI EXCEED used to gather the progress monitoring data • Intervention teachers will enter progress monitoring data, at least, bi-weekly. • The data will be used to determine if a student should continue in intervention or be dismissed from the intervention group. 	15	<p>ICL and ICM to be hired by September 1, 2011.</p> <p>Data reviewed bi-weekly September 2011-May 2012</p>	District School Improvement Director	<p>\$101,091 Math Intervention Teacher (includes benefits)</p> <p>\$101,091 Reading Intervention Teacher (includes benefits)</p>	
<p>5.2 Provide Interventions for students performing at “Minimal” or “Basic” on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a double-block schedule for mathematics and reading within the master schedule to provide differentiation and intervention for students below the “proficient” designation. • Create intervention modules for reading and mathematics to be used with students who are below the “proficient” designation during the 30-minute RtI block. • Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. 	7,8	Beginning September 1, 2011	Principal, Vendor, Reading Intervention Teacher, Instructional Coach Literacy, Response to Intervention Specialist, Regional Coordinator of C & I, School Improvement Monitor	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
5.3 Provide regular monitoring of implementation of reading intervention curricula. The School Improvement Monitor will submit bi-weekly reports to the DIFI Supervisor including information around fidelity of implementation, progress monitoring, student rosters and student attendance.	7	Bi-weekly beginning September 12, 2011.	Principal, District Identified for Improvement Supervisor, Instructional Coach Literacy, Reading Intervention Teacher & Vendor	NA	
5.4 Provide continued guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.	7,8	At the end of each marking period.	Regional Executive Specialist, Regional Coordinator for C&I, Principal, Instructional Coach Math, Instructional Coach Reading, Vendor		
<ul style="list-style-type: none"> Conduct a high-level analysis of passing rates from 2010-2011 on Advanced Placement exams and credit acquisition for current high level courses offered at the school. 		August 2011			
<ul style="list-style-type: none"> Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those who would benefit from enrichment coursework with additional support. 		August 2011			
<ul style="list-style-type: none"> Align the data, course offerings, teacher selection, and student placement to serve as a link between the components necessary for students to succeed in honors-level and advanced placement courses. 		September 2011			
<ul style="list-style-type: none"> Work with District Content-Area Supervisor and teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. 		September 2011			
<ul style="list-style-type: none"> Provide research-based professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. 		September 2011			
<ul style="list-style-type: none"> Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. 		September 2011			
<ul style="list-style-type: none"> Work with the district and the local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college credits during their high school tenure. 		October 2011			
<ul style="list-style-type: none"> Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subjects in the high school. 		October 2011			
<ul style="list-style-type: none"> Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses, and to provide additional support to the students that are on the cusp of these criteria to advance their student profile so that they too are eligible for dual-enrollment courses. 		September 2011			

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
5.5 Provide the guidance and support needed for the leadership and instructional staff to implement with fidelity and effectiveness the approved Career Academies for MSCTE and expand the school career course offerings accordingly.	7	Beginning September 1, 2011.	Principal, Teachers, Regional Coordinator of C & I, Vendor	NA	
Climate/Student Discipline 6.1 School staff will participate in all professional development related to PBIS. The assistant principal assigned to climate, inclusive of PBIS, the selected vendor and the regional PBIS coach will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring. <ul style="list-style-type: none"> • Staff will attend professional development for implementation of PBIS. • The principal will identify a PBIS Leadership team and submit team membership rosters and their meeting schedules to the Regional Executive Specialist. • The PBIS external coach will submit implementation progress reports that included the status of PBIS and teachers who need additional support to the principal and the DIFI Supervisor. • The Principal, Assistant Principal, and School Improvement Monitor will monitor classrooms to insure that all teachers are making progress. Office referrals will be analyzed and teacher feedback will be taken to determine the focus for ongoing behavioral lessons.	15	August, 2011- June, 2012	Principal, PBIS Coach, Teachers, Support Staff, Vendor, DIFI Supervisor	NA	
6.2 Review SAIL data during Common Planning Time to evaluate student attendance behavior and academic course work. Intervention plans will be developed to address the individual needs of students who continue absent and/or regularly suspended <ul style="list-style-type: none"> • The school social worker will be notified of students who are in need of parent contact in regards to attendance issues. • Teachers will consult with students and parents who are identified • Teachers will collaborate with support staff • Team will review, progress monitor, and evaluate intervention effectiveness Listed interventions used with students will be included in notifications to the IEP teacher and special education supervisor for students who may be in need of a functional Behavioral Assessment and/or Behavioral Intervention Plan.	15	August, 2011- June, 2012	Principal, Assistant Principal, Teachers, Support Staff, Vendor	NA	
6.3 Provide recognition and rewards for students who meet academic, behavioral or attendance goals. <ul style="list-style-type: none"> • Include students in identifying rewards and privileges to be used as incentives. • Include students and staff in establishing criteria for rewards. • Solicit incentives from local businesses to help promote community support 	15	August, 2011- June, 2012	School Staff, Principal, Vendor	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
6.4 Teachers, students, and parents complete an annual climate and instruction perception survey. The principal will share the survey results with staff and intervene in areas of need.	15	January, 2012- June, 2012	Teachers, Students, Parents	NA	
6.5 Attendance team will meet bi-weekly to: <ul style="list-style-type: none"> Identify strategies to increase student attendance Focus on classroom based attendance, grade level attendance, and whole school attendance Monitor progress, using student attendance rates Give recognition and incentives will be given to staff who have contributed toward raising student attendance Give recognition and incentives will be given to students who have raised their attendance 	15	September, 2011- June, 2012	Principal, Assistant Principal, Teachers, Support Staff	NA	
6.6 The Youth Risk Behavior Survey (YRBS) will be administered for: <ul style="list-style-type: none"> Student feedback about school climate The principal will share the survey results with staff and intervene in areas of need. 	15	March, 2012- June, 2012	Principal, Assistant Principal, Teachers, Support Staff, Vendor	NA	
6.7 Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site based graduation plan, a comprehensive attendance component, credit recovery, advisory, a focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to: <ul style="list-style-type: none"> Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and levels Tier I and Tier II, Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> Increase the average grade point average earned by freshmen students (Academics) Decrease the number of absences (Attendance) Decrease the number of out-of-school suspensions by freshmen students (Attitude) Increase the promotion rate of freshmen Increase the number of freshmen students participating in high school- sponsored extracurricular activities (Activity) 	7	Beginning September 1, 2011	Principal, Asst. Principals, PBIS Coach, Guidance Counselor, Regional Director of School Support & Vendor	NA	
Parent Involvement 7.1 School of Career and Technical Education will follow the MPS process and guidelines for establishing a site governance council. This process will be enhanced by including data to determine decisions that will increase student achievement.	15	September 2011	Principal, Assistant Principal, Parents, Students, Community Partners	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
7.2 The Governance Council will use the school vision statement to provide direction for the staff, its families and the community members to guide the school in its new direction. <ul style="list-style-type: none"> • Parents will be elected to the newly formed Governance Council. • Community members, including business partners, will be invited to join the newly formed Governance Council. • Staff members will be elected to the School Governance Council • The council will consist of two students. 	15	September, 2011- June, 2012	Principal, Assistant Principal, Parents, Students, Community Partners	NA	
7.3 Provide parents/family members training in the RtI framework, beginning with the universal screener and MAP data once per semester. <ul style="list-style-type: none"> • Parents will receive a school calendar addressing parental involvement activities. • Vendor, School Improvement Monitor, and assistant principal will monitor implementation of training and create and collect parent sign-in sheets. • Parent sign-in sheets will be submitted to the principal, School Improvement Monitor and DIFI supervisor. 	15	Beginning September, 2011- June, 2012	Vendor, School Improvement Monitor, Regional Support, Parents	NA	
7.4 All students and their parents will receive information to increase their ability to monitor whether they are on track for graduation. <ul style="list-style-type: none"> • Parents will be provided an informational workshop on how to use "Parent Assist" in order to check grades and missing assignments. • Guidance counselors will provide information to teachers to review with their students and parents. Guidance counselors will meet with all students and their parents to review on track progress and begin to prepare for college and/or post graduation plans. • Parents will be notified and counseled when their child is receiving tier 2 services in math or literacy. Staff will give parents strategies to support their child's tier 2 interventions at home. • Parents of students who are struggling or failing will be provided information and options available for credit recovery. • The Principal, Vendor and MATC liaison enlists existing community organizations to assist with the work of involving stakeholder and will enlist its own extensive resources to help organize the communication. • Parent sign-in sheets will be submitted electronically to the district SIG Facilitator no later than the end of the week following the activity. 	15	August, 2011- June, 2012	Principal, Assistant Principal, Teachers, Counselors, Vendor, MATC Liaison	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>7.5 Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at SCTE with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child's education. Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child's education. Engage local community organizations and businesses in ownership of the school's progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school's children on behalf of the community. Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children's education. Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child's high-level education. Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 	11	Once a semester	Principal, Asst. Principals, Guidance Counselors, Parent Liaison, Vendor	NA	
<p>7.6 Knocks for Knowledge: School and vendor staff will visit homes of 9th graders to</p> <ul style="list-style-type: none"> Welcome families to School of Career and Technical Education Discuss specialty and focus of School of Career and Technical Education with parents Discuss Parent Engagement opportunities 	15	August, 2011	School Staff, Vendor, Community Partners	NA	

School Name School of Career and Technical Education (Custer)			Reform Model Restart		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Confirm Enrollment and registration for fall Advertise for community event on Aug. 13 					
7.7 Host table at African World Festival to: <ul style="list-style-type: none"> Create awareness of new school Discuss vision of School of Career and Tech Education with community and families Recruit any interested students for current and future school years 	15	August, 2011	Principal, Assistant Principal	NA	
7.8 Host "The Planting of the Green" community awareness day to: <ul style="list-style-type: none"> Beautify school grounds (clean up, plant flowers and plants) Engage with neighbors, neighboring businesses, students, staff, and families Raise awareness of School of Career and Technical Education in community Create sense of shared partnership over student success Allow students, families, and community time to learn about the school and meet business partners (Harley Davidson, Strattec, Johnson Controls, Inc.) 	15	August, 2011	Principal, Assistant Principal, Regional Executive Specialist, Director of School Support, Milwaukee School Board President, Community Partners, Regional Support, DIFI Supervisor, VISTA's	NA	
7.9 Orientation for students and parents to hold data chats to: <ul style="list-style-type: none"> Review transcripts Discuss fall schedule Familiarize students and parents with School of Career and Technical Education mission and vision 	15	August, 2011	Principal, Assistant Principal, Guidance Counselor, Region Support, DIFI Supervisor	NA	
7.10 Hire an Americorps VISTA to support parent partnerships between home and school. VISTA will: <ul style="list-style-type: none"> Support structure of School Governance Council and Action Team for Partnership Manage list of parent engagement events Build capacity and sustainability for parent engagement Recruit, train, and manage volunteers for parent engagement Write grants that support parent engagement 	15	November, 2011- November, 2012	AmeriCorps Vista, (DPI) Principal, Region School Social Worker	\$7,500	

VII. SCHOOL PLAN (cont'd.)
**NORTH (MILWAUKEE AFRICAN
 AMERICAN IMMERSION)**

School Name

MAAI—Milwaukee African American Immersion High School

Reform Model

Restart

School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the close of the 2010-11 school year, the proficiency rate in reading will be 22% as measured on the November 2010 WKCE	WKCE data	In 2009-10, 19% of the students at MAAI were proficient or advanced on the November, 2009 WKCE.		In 2010-11, 10.5 % of the students at MAAI were proficient or advanced on the November 2010 WKCE.
2011-12	By the end of the 2011-12 school year, the proficiency rate in reading will be 25% based on the November 2012 WKCE.	WKCE data			
2012-13	By the end of the 2012-13 school year, the proficiency rate in reading will be 40% based on the November 2013 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional reading goals for 2014-15 and 2015-16.

By the end of the 2013-14 school year, the proficiency rate in reading will be 55% based on the November 2014 WKCE or the then current state assessment.

By the end of the 2014-15 school year, the proficiency rate in reading will be at or above the state average of 76.3% based on the November 2015 WKCE or the then current state assessment.

****More rigorous WKCE Reading Goals have been established based on the achievement target of the state average performance in reading by 2014-15.**

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	By the end of the 2010-11 school year, the proficiency rate in math will be 23% based on the November 2011 WKCE.	WKCE data	November 2010 WKCE math 8% proficient or advanced		November 2010 WKCE math 5.3% proficient or advanced.
2011-12	By the end of the 2011-12 school year, the proficiency rate in math will be 25% based on the November 2011 WKCE.	WKCE data			
2012-13	By the end of the 2012-13 school year, the proficiency rate in math will be 40% based on the November 2011 WKCE.	WKCE data			

To meet the five-year trajectory for student performance to be at or above the state average, identify additional mathematics goals for 2013-14 and 2014-15.

By the end of the 2013-14 school year, the proficiency rate in math will be 55% based on the November 2014 WKCE or the then current state math assessment.

By the end of the 2014-15 school year, the proficiency rate in math will be at or above the state average of 69.9% based on the November 2015 WKCE or the then current state math assessment.

VII. SCHOOL PLAN (cont'd.)
**NORTH (MILWAUKEE AFRICAN
 AMERICAN IMMERSION)**

School Year	Other School Goal	Evaluation Methods <i>e.g., WKCE data, local assessment</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2010-11	100% of all MAAI students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation: 77.3%	Winter Reading Participation: 40%	Spring Reading Participation: 64%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in reading will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Reading: 35% proficient or advanced	Winter Reading: 12% proficient or advanced	Spring Reading: Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all MAAI students will participate in the Universal Screener (MAP Assessment) for Reading.	MPS MAP participation data	Fall Reading Participation:	Winter Reading Participation:	Spring Reading Participation:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Reading.	MPS MAP Value-Added achievement data	Fall school wide VA Target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA Target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA Target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.)
NORTH (MILWAUKEE AFRICAN
AMERICAN IMMERSION)

2010-11	100% of all MAAI students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Math Participation: 91.3%	Winter Math Participation: 44%	Spring Math Participation: 65%
2010-11	The number of 9 – 12 grade students scoring proficient/advanced on the MPS approved universal screener in math will increase an average of 10 percentage points from September through May.	MPS MAP achievement data	Fall Math: 29% proficient/advanced	Winter Math: 8% proficient/advanced	Spring Math: Proficiency information is not available for the spring assessment. Please see the school narrative for mean RIT data.
2011-12	95% of all Vincent students will participate in the Universal Screener (MAP Assessment) for Math.	MPS MAP participation data	Fall Reading:	Winter Reading:	Spring Reading:
2011-12	All assessed grades will meet/exceed the district established MAP value-added growth targets in Math.	MPS MAP Value-Added achievement data	Fall school wide VA target: Fall school wide mean RIT: Fall 9 th grade VA target: Fall 9 th grade mean RIT: Fall 10 th grade VA target: Fall 10 th grade mean RIT: Fall 11 th grade VA target: Fall 11 th grade mean RIT: Fall 12 th grade VA target: Fall 12 th grade mean RIT:	Winter school wide VA target: Winter school wide mean RIT: Winter 9 th grade VA target: Winter 9 th grade mean RIT: Winter 10 th grade VA target: Winter 10 th grade mean RIT: Winter 11 th grade VA target: Winter 11 th grade mean RIT: Winter 12 th grade VA target: Winter 12 th grade mean RIT:	Spring school wide VA target: Spring school wide mean RIT: Spring 9 th grade VA target: Spring 9 th grade mean RIT: Spring 10 th grade VA target: Spring 10 th grade mean RIT: Spring 11 th grade VA target: Spring 11 th grade mean RIT: Spring 12 th grade VA target: Spring 12 th grade mean RIT:

VII. SCHOOL PLAN (cont'd.)
NORTH (MILWAUKEE AFRICAN
AMERICAN IMMERSION)

2010-11	Student attendance will increase by 10% from 62% to 72% by the completion of the 2010-11 school year.	MPS attendance data	2009-10 attendance rate was 62%	From September to February of 2011, monthly attendance rate at MAAI ranged from 80% to 84%.	2010-11 attendance rate as of 6/15/2011 is 79.9%
2011-12	Student attendance will increase and be maintained at 90% or above, the MPS high school attendance target.	MPS attendance data			
2011-12	Student suspensions from the learning environment at MAAI will be maintained at or below 40%, which is the MPS goal for high schools.	MPS suspension data			2011-11 Learning Environment Suspensions as of 6/15/2011 is 36.9%
2010-11	The percentage of students scoring at risk on the early warning system will decrease 10% from the first through the fourth quarter.	MPS Early Warning System	% Current Students at High Risk September 2010 Over Age—65% Total Quality Credits-24%		% Current Students at High Risk May 2011 Over Age—47% Total Quality Credits-36%
2011-12	The number of students identified as at high risk based on total quality credits will decrease by 30% (from 191 students to 134 students) by the end of the 2011-12 school year.	MPS Early Warning System	As of 4/6/2011, 191 students were identified as at high risk for graduation based on total quality credits.		
2010-11	The average number of teacher absences will decrease by 3 days, from 11 to 8 during 2010-11.	MPS teacher attendance data	During the 2008-09 and 2009-10 school years, teachers at MAAI averaged 11.26 days of absence		As of 5/20/2011, average number of absences per teacher was 3.71 days
2011-12	The average number of teacher absences will continue to decrease and be maintained at or below the MPS average teacher absence of 1.5 days.	MPS teacher attendance data			

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Reform Model **Restart**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
1.0 Partner with Mosaica Turnaround Partners (MTP) to assist with school improvement implementation of the Restart model 1.1 Identify an external provider to assist the school in planning and providing professional development aligned to the vision for the school and needs of the students and staff: to provide services for both Leadership Support and Instructional Support.	15	Weekly August 2011 - June 2012	Regional Executive Specialist Principal Director, District and School Improvement	\$500,000	Completed –June 2011
1.2 Complete hiring and other logistical planning to prepare for the school opening.	15	Monthly: June-August 2011	Principal, Regional Executive Specialist, Restart Project Manager	NA	Completed-June 2011
2.0 Leadership 2.1 Create a shared vision for North Division HS through professional development activities and collaborative team meetings: <ol style="list-style-type: none"> Review features of the turnaround and transformation models and align as appropriate with the restart model. Use Peter Senge’s model of shared vision in the Fifth discipline to focus the start and growth of the dialogue. Show charter proposal PowerPoint to staff to ensure understanding of the school’s focus and plan and decide timeline of professional development for year (August) Schedule monthly staff meetings. At these meetings, student progress will be monitored throughout the school year. Open communication will be fostered throughout the school year. Features of the SIG grant will be highlighted at every staff meeting. and /or professional development training sessions. 	4,15	1: Begin the development of a shared vision: August 2011 2: Collaborative team meetings: weekly September 2011- June 2012 3- August 2011 4-6 Monthly staff meetings August-2011 --June 2012	Principal, Restart Project Manager, Teachers, Mosaica Turnaround Partners (MTP)	NA	
2.2 Milwaukee African Immersion School is using the re-start model. The school’s name, leadership and staff will change. The new school name is North Division High School. All incoming staff will be interviewed by a team consisting of administration, community and teachers.	15	May-August 2011 Interviews May – June 2011	Superintendent, Regional Executive Specialist, Restart Project Manager	NA	Completed-June 2011

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<p>A three-tiered interview process will be used for the new principal which includes teaching staff, parents/community, Regional Executive Specialists and the Superintendent will be used to select the new principal at North Division High School.</p> <p>The principal hired for North Division will have demonstrated success working with community groups.</p>		<p>Principal Interviews May – June, 2011</p> <p>Principal Appointment June, 2011</p>			
<p>2.3 The principal will receive intensive professional development and mentoring through participation in a professional learning community: training in practical, research-based strategies in instructional leadership: the use of data for instruction supervision, evaluation, and the development of teachers.</p> <ul style="list-style-type: none"> Research shows that principals impact school performance through four primary avenues: 1) school goals, 2) school structure and social networks, 3) school employees, and 4) school culture (<i>Fuller, Baker, & Young, 2007; Miller & Rowan, 2006</i>). 	15	<p>Monthly: August, 2011 Leadership professional development begins with coaching through June 2012</p> <p>Second phase of training to begin June, 2012.</p>	Regional Executive Specialist, MTP, District and School Improvement, Restart Project Manager	\$5,000 Travel	
<p>2.4 The 2010 revised MPS principal evaluation and observation system will be used to evaluate the principal.</p>	15	<p>Quarterly: October 2011, January 2012, March 2012, June 2012</p>	Regional Executive Specialist, Regional Coordinator of Curriculum & Instruction	NA	
<p>2.5 The principal will ensure that all staff participates in the development of the school's plan for improvement and understand their roles in meeting goals established.</p> <ul style="list-style-type: none"> SMART goals will be set as part of the planning process through professional development provided by the principal and vendor. Specifically the principal and MPT, will explicitly communicate each SIG requirement, activity, data point, and current evidence of progress at the beginning of each agenda for every staff meeting, district banking days and professional development opportunities. A school reform team will be established to guide SIG implementation and monitor progress. The principal will maintain a file of agendas and minutes from all team/staff meetings and professional development activities. 	15	<p>Monthly at staff meetings beginning in August; all professional development opportunities, monthly review by the RES</p>	Principal, SIG Reform Team (Learning Team), School Improvement Facilitator, Regional Executive Specialist, MTP	<p>\$20,218</p> <p>0.2 FTE SIG Facilitator (includes benefits) (assistant principal)</p>	

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<ul style="list-style-type: none"> These data will be reviewed by the Regional Executive Specialist on a monthly basis. 					
<p>2.6 Identify a Restart Project Manager who will coordinate the implementation of the SIG including but not limited to the following:</p> <ul style="list-style-type: none"> Working with Milwaukee Area Technical College on curriculum alignment between the school and college Increasing the number of business and community partners Communicating with community partners and neighborhood groups Managing community presence in the school 	15	Weekly: August 2011 – June 2012	Principal, Restart Project Manager, .2 FTE School Improvement Facilitator	<p>Retired principal part time certificated \$20,000 (includes benefits)</p> <p>\$64,950 retired principal consulting contract</p>	
<p>2.7 Provide the principal opportunities for school observation visits of other high performing urban high schools whose focus is on project-based learning.</p> <ul style="list-style-type: none"> In collaboration with MPT and MPS, two schools will be selected for visits (e.g., Texas -Houston and Dallas School Districts, Hillsborough in Orange County Fla. the Jesse Remington High School in New Hampshire and High Tech High in San Diego that are project-based): one school each semester (tentatively October and February). The purpose will be to observe instruction, talk with school leaders and teachers about how projects support high achievement, and to offer recommendations to the North faculty about enhancing the school's curriculum, instruction, and project-based learning format. The principal may include a teacher on these visits. <p>2.8 Establish a school governance council, composed of administration, parents, student rep. and community reps. Administrators will prepare and send invites to convene a meeting in September.</p> <p>2.9 Establish a Learning Team composed of representatives of the teaching staff, MTP and SIG staff.</p>	15	November 2011 and February 2012	Principal MTP, Restart Project Manager	\$10,000 Travel	

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<ul style="list-style-type: none"> Purpose: school advisory to the principal; staff development and SIG leadership including school data analysis; facilitate staff development and guide implementation of the school improvement grant. <p>2.10 Establish an Advisory Board composed business representatives and community members including: Zilber Foundation, North Division Alumni Association, WINS, UW-Milwaukee, Walnut Way,</p> <ul style="list-style-type: none"> Purpose: to secure and coordinate business and community resources that support the vision and programs of the school. <p>2.11 The principal will ensure that all staff members are aware of the district's new teacher evaluation system to assist teachers with understanding what will be expected when observations take place.</p> <ul style="list-style-type: none"> This system is in the pilot phase and will not be implemented at North Division this year. 		<p>Established no later than September 16, 2011 (third Friday). Meetings monthly, September, 2011-June 2012</p> <p>Biweekly meetings conducted throughout the school year</p> <p>Quarterly</p> <p>September-October, 2011</p>	<p>Principal, Restart Project Manager MTP President</p> <p>Principal, Assistant Principal, Teaching Staff, MTP staff</p> <p>Principal, Restart Project Manager, MTP staff</p> <p>Principal</p>		
<p>2.12 Proactively schedule teacher observations so that all teachers are observed regularly. Information gathered will be used to:</p> <ul style="list-style-type: none"> support teaching and learning and professional development planning enable the use of the contract to assist teachers in leaving a school when they are not a good match for the reform efforts being implemented. <p>The principal will submit an instructional observation calendar to the Regional Executive Specialist by September 15, 2011.</p>		<p>School Improvement Monitor will observe on a biweekly basis from September 2011-June 2012</p> <p>Instructional Observation Calendar to be submitted to RES no later than September 30, 2011.</p>	<p>Regional Executive Specialist, Principal, Asst. Principals, Regional Coordinator of Curriculum & Instruction, .5 School Improvement Monitor, MTP staff</p>	NA	

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2.13 Allow teachers assigned through teacher seniority to North Division who believe they are not compatible with the Restart Model the opportunity to excess themselves from the assigned school within the first two weeks of school, however, no later than the third Friday.	15	By September 16, 2011 (third Friday).	Principal, Teachers, Human Resources	NA	
3.0 Teacher Effectiveness					
3.1 Establish teacher teams who will focus on identifying themes for project-based learning units of instruction. Project-based learning focuses on an interdisciplinary approach to teaching and learning has been demonstrated high dividends in student achievement. Project-based learning is central to the curriculum at North Division HS.	15	August 2011	Principal, MTP	NA	
3.2 Provide time for interdisciplinary teams to plan and develop instructional projects. <ul style="list-style-type: none"> Implement a seven period schedule comprised of 48-minute periods. Teachers will have 5 periods of instruction, one duty period and one planning period each day. Schedule core subject collaborative planning and professional development during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. 	15	Monthly October 2011-June 2012	Teachers, MPT, Principal	\$5,000 supplies and intervention materials	
3.3 Identify common planning time for each collaborative team. <ul style="list-style-type: none"> Common planning time has been built into the teacher's day through the duty period to ensure that teachers have opportunities to discuss student performance and instructional practices. Student data will be reviewed weekly by staff during common planning time MTP will support teachers during these times in reviewing their individual professional development plans, reviewing software that supplements and develops student skills, and measuring the academic progress of individual students and cohorts of students 	15	Schedule established in August 2011; Collaborative planning occurring weekly from September 2011 – June 2012 Student data chats will occur biweekly from October 2011 – June 2012	Principal, Assistant Principal, MTP, Regional Coordinator of Curriculum & Instruction	NA	Completed

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Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>over time.</p> <ul style="list-style-type: none"> Student data will be reviewed biweekly with students during data chat sessions during class time. Attendance, behavior and academic course work will be reviewed. 					
<p>3.4 Provide professional development for teachers in project based learning and differentiated instruction.</p> <ul style="list-style-type: none"> Teachers will pattern their lesson plans after the Project-Based Learning (PBL) model described in the Project-Based Learning Handbook (2nd Edition) by Buck Institute for Education. Professional development will be led by the principal and MPT staff. Staff will receive compensation for professional development after school hours. Walkthroughs will be conducted by the Principal, the School Improvement Monitor and MPT staff to ensure fidelity of Implementation. 	4 , 15	August, 2011-June 2012	Principal, MTP, Teacher Teams, School Improvement Project Manager	\$63,713 Part-time Certificated	
<p>3.5 MTP will work directly with teachers on site at least three full days weekly by providing embedded, ongoing professional development to improve instructional design and delivery, including curriculum development and alignment, classroom management, and project based learning. Student data will be used to determine the focus of this embedded staff development.</p>	15	Weekly: August 2011 – June 2012	MTP Reform Coaches, Regional Coordinator of Curriculum & Instruction, Instructional Coach Literacy, Instructional Coach Math	NA	
<p>3.6 Create an instructional calendar in each subject area that outlines the units/projects to be taught, the standards and key ideas included, the time frame, and formative assessments.</p> <ul style="list-style-type: none"> Reconstitute the Learning Team to include Instructional Coach Literacy (ICL) and Instructional Coach Math (ICM), Regional Coordinator of Curriculum & Instruction. They will support the Learning Team in creating the calendar. 	15	(instructional calendar) September 15 September 30	Principal, Learning Team, MTP, Regional Coordinator of Curriculum & Instruction, Instructional Coach Literacy, Instructional Coach Math	NA	
<p>3.7 MTP has a PD Framework and calendar that has been completed in consultation with the principal. This will be used by MTP's Curriculum Implementation Specialists, ICL, ICM, and the principal for refining the professional development offered to teachers.</p> <ul style="list-style-type: none"> MTP and the principal will work together to 	15	Weekly throughout the 2011-12 school year	Principal, Assistant Principal, MTP, Regional Coordinator of Curriculum & Instruction, Instructional Coach		

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<ul style="list-style-type: none"> support implementation of calendar activities. Tools for implementation include but are not limited to: onsite support; onsite coaching and mentoring of teachers; data gathering, assessment and data analysis sessions with the principal and teachers; meetings/other reporting as established with MPS; review of individual and school development plans against goals; regular monitoring visits with MPS staff Actual tools will include: <ul style="list-style-type: none"> Data walls Quality review reports Credit recovery updates Graduation readiness reports Attendance and suspension data Teacher attendance reports Time-based milestones (rated; not started, not complete, or complete) Training evaluations 			Literacy, Instructional Coach Math		
<p>3.8 Analyze data from formative assessments (and other sources) during collaborative team meetings and determine the standards that require re-teaching, the students who require additional support, and the students who should receive enrichment or acceleration of information.</p> <ul style="list-style-type: none"> Teachers will execute use of weekly benchmarks to monitor student progress and then discuss the results at weekly team meetings. Teachers will use these data to inform instruction and determine how best to proceed with project-based learning activities. These weekly assessments are designed to align instruction with needs and build the curriculum around needs rather than around textbook content in isolation. <p>3.9 Conduct an end of the year review to determine progress, areas for growth, AND professional development needs for the following year.</p>	15	<p>Weekly team meetings during common planning time September 2011 – June 2012</p> <p>June, 2012</p>	<p>Principal, MTP, Teacher Teams, Instructional Coach Literacy, Instructional Coach Math</p> <p>Principal, Teacher Teams, MTP, Instructional Coach Literacy, Instructional Coach Math</p>	NA	

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3.10 The principal and interdisciplinary team will conduct biweekly data reviews to define student needs and ensure appropriate differentiation and supports are identified and provided.	15	Biweekly Administrator Team Meetings September 2011 – June 2012	Principal, MTP, interdisciplinary teams	NA	
<p>3.11 An instructional coach literacy (ICL) and an instructional coach math (ICM) will work with the school to ensure that professional development goals from the school, vendor and district are aligned. The ICL and ICM will provide coaching for staff in areas of literacy and mathematics.</p> <ul style="list-style-type: none"> Require school staff to participate in all required professional development related to the RtI framework and the ClasStat process. The Regional Coordinator of Curriculum & Instruction and the vendor will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring. <p>3.12 The literacy intervention teacher and the math intervention teacher will support the design and delivery of intervention program(s).</p> <ul style="list-style-type: none"> Training will be provided to all staff by the district around the use of RtI EXCEED for data collection, MAP data analysis, and summative assessments for Literacy and Math, the CLP and the CSMP. Spring 2011 MAP and 2010 WKCE data will be used to identify students in grades 9th who fall below district and state determined proficiency levels will receive Tier 2 Interventions (exclusive of students receiving Tier 3 Interventions). Students will be identified for intervention based on need for recovering credits, WKCE scores, MAP scores, repeating students, and other formative assessments. The school will be monitored by MPS for fidelity of implementation of the plan and student progress. 	15	<p>By September 30, 2011 the assigned ICL and ICM will meet with the vendor</p> <p>Twice a Month: Math and ELA Department meetings September 2011 – June 2012</p> <p>Monthly staff meetings September 2011 – June 2012</p> <p>Monthly PD meetings September 2011 – June 2012</p> <p>Intervention teachers will be hired by third Friday, September 23rd</p> <p>Training will be ongoing based on professional development calendar</p>	<p>Principal, Assistant Principals, MTP, Instructional Coach Literacy, Instructional Coach Math, Regional Coordinator of Curriculum & Instruction, RtI Specialist, School Improvement Monitor, .2 SIG Facilitator</p> <p>Literacy and Math Intervention teachers, Principal, MTP staff</p>	<p>.5 FTE ICL \$55,600 (includes benefits)</p> <p>.5 FTE ICM \$55,600 (includes benefits)</p>	

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<p>3.13 By September 2011, the principal will identify a school-based School Improvement Facilitator who will assist the school with implementation of grant activities and data one day per week. The School Improvement Facilitator will:</p> <ul style="list-style-type: none"> Compile data related to math, literacy and attendance/suspension monthly Review and analyze data monthly Organize Learning Team meetings Provided data to the principal and the vendor <p>The principal will be responsible for sharing information with staff during monthly staff meetings.</p>	8,12	<p>SIG Facilitator will be identified by September 30, 2011.</p> <p>Monthly September 2011-June 2012.</p>	Regional Coordinator of Curriculum & Instruction, Principal, School Improvement Monitor, .2 SIG Facilitator	NA	
<p>3.14 A School Improvement Monitor will be assigned to intensively monitor implementation of fidelity checks in Literacy and Mathematics classrooms on a bi-weekly rotating schedule linked to the instructional observation calendar.</p> <ul style="list-style-type: none"> The manager will work in tandem with the assigned Regional Coordinator of C & I to conduct instructional observations, and collaborate with the principal to provide feedback to the teacher. The principal will be able to use the feedback as a component of the teacher's evaluation. Teachers who are challenged in specific areas will be offered professional development. In collaboration with the principal, the teacher will be asked to develop a professional development plan designed to address areas of concern. The principal will monitor and provide ongoing documentation of student growth. 	12	The School Improvement Monitor will be hired no later than September 30, 2011.	Principal, Regional Executive Specialist, Regional Coordinator of Curriculum & Instruction, Regional Director of School Support, .2 SIG Facilitator, .5 School Improvement Monitor, MTP	1.0 FTE School Improvement Monitor \$149,852 (includes benefits)	
3.15 Provide rotating teachers to support professional development and collaborative planning periods (see attachment for schedule) to facilitate teachers working together to create common and consistent assessments across core content areas.	4	Beginning September 26, 2011	District Identified for Improvement Director and Supervisor	Listed in LEA/ District section	
<p>4.0 Real Time Data Provide supports for struggling 9th and 10th grade reading and math learners, based on WKCE and MAP data.</p> <ul style="list-style-type: none"> Identify these students in August and schedule them into reading and math intervention classes where they remain until they test out. 	15	Quarterly: September 2011-June 2012	Math Intervention Teacher, Reading Intervention Teacher, MTP, Principal	NA	

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4.1 Administer and use data from monthly assessments in Math and English Language Arts to monitor student progress toward meeting the core standards; align lesson objectives to assessment results	15	Monitor monthly in September 2011 through June 2012	Principal, Leadership Team, MTP, Teachers	NA	
4.2 The guidance counselor will use universal screener Student Academic Indicators for Learning (SAIL) to monitor students' progress toward graduation and acquisition of credits each semester. <ul style="list-style-type: none"> Students who are credit deficient will have access to E2020 credit recovery software The Guidance Counselor and MTP will meet with students who are credit deficient to create a plan Classroom teachers will assist in developing strategies to get students back on track for graduation. 	15	Review data September, 2011 and quarterly thereafter	Principal, Guidance Counselor, Classroom Teachers, MTP staff	\$4,400 Power School software	
4.3 Increase the capacity of the learning team and leadership team to collect, analyze, and use student data (including SAIL) to increase student achievement through professional development to school teachers and administrators as to how to engage students in conversations regarding their data and performance to instill a sense of relevance and ownership for students involving their performance.	15	Monitor implementation of data analysis (ClasStat) beginning October 3, 2011 through June 2012	Principal, MTP staff, Learning Team, Administrative Team	NA	
4.4 Monitor teacher attendance and ensure that teachers regularly review this data.	15	Monthly October 2011-June 2012	Principal, Assistant Principal	NA	
4.5 Conference with teachers whose attendance rate exceeds the school's goal.	15	Monthly October 2011-June 2012	Principal, Assistant Principal	NA	

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4.6 Monitor student attendance and suspension data weekly. MTP will use data from MPS data warehouse to closely track attendance, and discipline. These will be monitored on an ongoing basis – by student, by grade, by teachers. The results will be used to guide additional professional development and coaching for school staff as needed.	15	Weekly September 2011-June 2012	Principal, , Learning Team, Social Worker, Social Work Assistant, MTP staff, Guidance Counselor , PBIS Coach	NA	
4.8 Reduce the overall percentage of students with disabilities enrolled at North to more closely approximate the district average enrollment for high schools. <ul style="list-style-type: none"> The school will continue to work with the Coordinator of Special Services and the Student Service Coordinator to maintain a balance of regular and special education students and to ensure their total success. 	15	Monthly: August 2011-June 2012 school year	Regional Executive Specialist, Principal, Director of Special Services, Principal, Student Service Coordinator	NA	
4.9 Support the district's Least Restrictive Environment (LRE) efforts and convene IEP teams to review and modify existing individual education plans to ensure greater inclusion where appropriate as determined by the IEP team. <ul style="list-style-type: none"> IEPs will be reviewed in August and modified accordingly to include as many special education students as possible in the general education curriculum offerings. Our goal is to provide learning experiences that are rigorous, challenging, aligned to Common Core State Standards and provide opportunities for success. There is a commitment to effectively educate students with disabilities in the Least Restrictive Environment according to the goals that are noted in their Individual Education Plan (IEP). 	15	August – September, 2011	Principal, Regional Coordinator of Special Services, Special Education Supervisor/LEA, Special Education Teachers, IEP Team Members	NA	
4.10 Continue to implement PBIS. <ul style="list-style-type: none"> Reconstitute the school PBIS leadership team. MPS' PBIS staff will provide training on increasing the effectiveness of PBIS by meeting with the school PBIS Team, provide monitoring and evaluate implementation. Create a system of positive reinforcement to be put in place on a school-wide basis. Solicit community based organizations to support school wide celebrations of success. 	15	Monthly PBIS team meetings August 2011-June 2012 Monthly monitoring September 2011-June 2012	Principal, External PBIS Coach, PBIS Team	NA	

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5.0 Standards Based Curriculum, Instruction, Assessment & RtI 5.1 Conduct school needs assessments in collaboration with school leadership and MPS personnel; establish schedules/formats for monthly program reviews; develop weekly benchmarks for student growth	15	-Needs assessment August 2011 -Program reviews monthly -Benchmarks weekly	Vendor, Restart Project Manager	NA	
5.2 Create a daily schedule that provides time for student intervention, staff collaboration and planning, and staff professional development. Students will be programmed into an advisory period, and teachers will have a common planning time in addition to their preparation period to support learning and to plan.	15	August 2011	Principal, Guidance Counselor, Restart Project Manager, Math Intervention Teacher, Reading Intervention Teacher, Instructional Coach Literacy, Instructional Coach Math, Regional Coordinator of Curriculum & Instruction	NA	
5.3 Provide instructional intervention in reading and mathematics. <ul style="list-style-type: none"> Intervention teachers for math and reading will be assigned to the school through Central Office. Spring 2011 MAP and 2010 WKCE data will be used to identify students in grades 9-12th who fall below district and state determined proficiency levels, who will receive Tier II interventions (exclusive of student receiving Tier III interventions) DIBELS® (DAZE) Progress monitoring tools will be used to monitor student progress on interventions. RtI EXCEED used to gather the progress monitoring data. Intervention teachers will enter progress monitoring data minimally bi-weekly. The data will be used move students in and out of flexible groups as needed. 	15	School staff will provide interventions at least 3x a week, beginning by September 24 th . SIG Intervention teachers will be assigned no later than third Friday, September 23, 2011. Intervention students will be identified by the start of the school year.	Principal, Regional Coordinator of Curriculum & Instruction, (intervention teachers will report to the principal), Reading and Math Intervention teachers, RtI Specialist(train/support Exceed use)	1 FTE Reading Intervention Teachers \$101,091 (includes benefits) 1 FTE Mathematics Intervention Teacher \$101,091 (includes benefits)	
6.0 Student Supports Teachers will receive professional development on the use of the Personal Student Achievement Plan (similar to IEP).	4	By October 31, 2011	MTP	NA	
6.1 Use Personal Student Achievement Plans for 9 th graders (1 st semester).	8	Quarterly review and feedback November 2011-June 2012	Instructional Coach Math, Instructional Coach Literacy		

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Second semester (grades 10, 11, 12) PSAP will be implemented for all grades. The PSAP is a personalized academic goal and plan for each student with built in checkpoints to determine individual student progress.			Guidance Counselor, Teachers MTP Principal Asst. Principal		
6.2 Provide access to online courses and college credits beginning the 2 nd semester of the 2011-2012 school year. Milwaukee Area Technical College will work with the school, its Interim Director and Director of Recruitment, Assessment and Student Employment. They will also meet with the Restart Project Manager, MTP and Principal to begin plans for curriculum alignment between the school and the college.	15	Second Semester	Principal, Asst. Principal Regional Coordinator of Curriculum & Instruction, Guidance Counselor, MATC, Restart Project Manager, MTP	\$30,000 student tuition for MATC courses	
6.3 Provide access to online GED and pre-GED work through implementation of E2020.	12	October 2011-June 2012	Principal, Asst. Principal Guidance Counselor	\$15,000 materials	
6.4 Extensive use of technology Students will take courses on line, credit recovery, research on project based learning, and a distance learning lab for online instruction.	7	Daily beginning September 26, 2011.	Principal, Restart Project Manager, MTP	NA	
6.5 Provide support to students through an assistant principal who will: <ul style="list-style-type: none"> Recruit students Manage the building Student supervision Safety supervision Violence- Free Zone supervision Serve as the LEA Educational Assistant supervision Provide instructional leadership Teacher observation Teacher evaluation Coordinate professional development, learning teams, and professional learning community Oversee GED and E2020 	15	Daily: August 2011-June 2012	Assistant Principal, Principal, Regional Coordinator of Curriculum & Instruction, Regional Director of School Support, MTP	1 FTE Assistant Principal \$149,000 (includes benefits)	

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<ul style="list-style-type: none"> Oversee implementation of the Personalize Student Achievement Plans 					
7.0 Parental Involvement & Community Students will sign a student Code of Conduct at the time of enrollment.	15	September 2011 and ongoing as new students enroll	Principal, Asst. Principal Teachers	NA	
7.1 Returning students were surveyed in the spring of 2011 to identify their interest in business/entrepreneurship or health services. Incoming 9 th graders will be surveyed at the end of the 9 th grade year. New 10 th and 11 th grade students will be surveyed by the end of September.			Guidance Counselor	NA	Completed Spring 2011
7.2 North Division High School 11 th and 12 th grade students will take a test at the MATC campus in September called Key Train which allows individuals to demonstrate their level of skill in the most common skills required for success in postsecondary employment . <ul style="list-style-type: none"> An MATC teacher will teach an interactive training class for students needing skill improvement. Students will receive a Career Readiness Certificate upon completion which they can use in future employment practices. 		Completed no later than September 30, 2011	Principal, MATC Faculty Member	\$5,000 student registration	
7.3 Beginning in the junior year, students will have the option of selecting a career strand based on interest. Internship opportunities will be developed with the assistance of the school's building advisory group and MPS central office.		Once per semester September 2011-June 2012	Principal, Guidance Counselor	NA	

School Name: **North Division High School (Milwaukee African American Immersion School)**

Reform Model **Restart**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
7.4 The school's advisory board will solicit community members to partner with teachers and students to enhance projects selected for learning.		Once per semester September 2011-June 2012	Principal, Guidance Counselor	NA	
<p>7.5 Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at North Division High School with resources and emotional support. The parties responsible will:</p> <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child's education. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child's education. Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. Engage local community organizations and businesses in ownership of the school's progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school's children on behalf of the community. Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children's education. Conduct conferences and work 	15	Monthly: October 2011 – June 2012	<p>Principal MTP</p> <p>Restart Project Manager</p> <p>Regional Parent Liaison, Governance Council RtI Specialist Regional Social Worker Instructional Coach Literacy, Instructional Coach Math</p>	\$5000 instructional conference materials for parents	

School Name: **North Division High School (Milwaukee African American Immersion School)**

Reform Model **Restart**

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time.</p> <ul style="list-style-type: none"> Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child's high-level education. <p>7.6 Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior.</p>	15	2011-2012 school year. Students identified quarterly. Conferences conducted quarterly with monthly follow-up conferences.	Principal, Regional Parent Liaison (Social Worker), RtI Specialist Teacher, Parent	NA	

Theory of Action for Change within MPS Tier I and Tier II Persistently Low Performing Schools

Milwaukee Public Schools (MPS) is the 36th largest school district in the nation with students from diverse racial, ethnic and cultural backgrounds. MPS's reported enrollment for the 2010-11 school year is 81,372 and the racial profile is 85.1% non-white. Data indicates the following enrollment percentages: American Indian (.8%), African American (56.1%), Hispanic (23.1%), Asian (5.0%) and White (14.9%). There are 19.5% students identified with special education needs and 9.8% of students have limited English proficiency. About 82% of all students qualify for free/reduced lunch, which is an indicator of the number of children living in poverty. Individually, 76 (42%) of the district's 184 schools have free or reduced lunch rates of 90% or more and nearly 83% of all school sites have free/reduced lunch rates of 80% or more.

As a part of the School Improvement Grant (SIG) proposal to the US Department of Education, Wisconsin Department of Public Instruction identified twelve Milwaukee Public Schools (MPS) as Persistently Low Performing, February 2010. These twelve schools are referred to as Cohort I, Tier I and Tier II schools. MPS elected to service seven of the Cohort I schools through SIG funds. On July 1, 2010, Dr. Gregory E. Thornton became Milwaukee Public Schools' superintendent. With the change of leadership came the clarification of staff roles and responsibilities, creation of new positions, recruitment of several new staff and an effort to realign district offices and resources to district needs and priorities. The reorganized central office was approved by the Board in September, 2010 and included, among other things, separation of offices/chiefs for finance (CFO) and operations (COO); reorganization of the long-vacant Chief Academic Office to include curriculum and instruction, research and evaluation, and specialized services; and redesigned system of regional, school support. MPS schools were reorganized into eight largely geographic regions; each led by a Regional Executive Specialist (RES - under the supervision of the Office of School Administration) and supported by a cross-departmental network of expert support providers (e.g., special education, math, literacy, human resource/staffing specialists). The Metro region contained the seven Cohort I Tier I and Tier II schools as well as two Tier III schools.

The district was re-organized in June 2011 into five regions. The number of regions was reduced from eight to five, and the number of schools assigned to each region increased from approximately twenty-three schools to approximately thirty-three schools per region. Partnership schools, early childhood contracted sites and non-instrumentality charter schools are supervised by the Office of Contracted School Services. The schools identified as Persistently Low Performing Schools served through the School Improvement Grant (SIG) are placed in the fifth region in order to facilitate the intensive monitoring and support the needs of these schools.

Regional administrative positions have been created and aligned to each of the five regions for the purposes of support for principals and school leaders, and to hold school leaders and *themselves* accountable for improved outcomes for students. This model is one that clearly aligns support and accountability for results in three important areas: curriculum and instruction, school operations and special education services. These core positions are as follows:

- **The Regional Director of School Support** will assume general oversight of day-to-day activities of the principals and help ensure compliance with district administrative requirements and deadlines.
- **The Regional Coordinator of Curriculum and Instruction** will focus on math and reading instruction and will work closely with targeted schools to improve student achievement.
- **The Regional Coordinator of Specialized Services** (formerly SELLS) will continue to help ensure compliance with various special education regulations and to improve educational outcomes for students with special education needs.

One of the key components of the Regional System of Support and Accountability for 2011-12 is that these three positions will report directly to the Regional Executive Specialist. It will be the responsibility of the Regional Executive Specialist to ensure that schools receive targeted interventions and supports as needed. This structure will create a stronger accountability interface between the overall district and the schools. It will resolve the issue of competing interests by establishing teams distinctly accountable for improved school performance. The model creates a means for both vertical and horizontal articulation of the work of the district and outcomes at the school level.

In 2011-12, six DIFI supervisors will report to the Director of District and School Improvement. This element of horizontal alignment with Central Office will ensure clear understanding of both the School Improvement Grant requirements and Corrective Action Requirements as well as, provide a direct means of communication for the Department of Public Instruction. Five of the DIFI Supervisors will be assigned to the five regions and one DIFI supervisor will be assigned to

specifically support the SIG grant. The second DIFI supervisor will be assigned to monitor SIG requirements and to work with the School Improvement Facilitators in each of the Tier I and Tier II persistently low performing schools served by the SIG grant. Additional staff including a Literacy Specialist, Math Specialist, Instructional Coaches, Regional Social Worker, RtI Specialists, PBIS coach, parent coordinator and district staff will complete the team.

This represents a re-alignment of the 2010-2011 region structure. In order to continue and enhance the level of support schools receive next year, the new regions will have core staff vertically aligned under the Regional Executive Specialists. Two of these staff in particular, the Regional Director of School Support and the Regional Coordinator of Curriculum and Instruction will work closely with the DIFI Supervisors to provide the monitoring and technical support required by schools to meet the Corrective Action Requirements. This system of regional support offers both the vertical alignment required to quickly respond to school needs and the horizontal alignment required to ensure fidelity in meeting Corrective Action Requirements.

The Department of Public Instruction identified Cohort II schools, February 2011. Eleven Cohort II schools are Milwaukee Public Schools. MPS elected to service five Cohort II schools with SIG funds. Persistently Low Performing schools are identified as either Tier I or Tier II. When a district elects to use SIG funds for a school, one of four federally defined models must be used to drive the reform efforts. The table below summarizes the tiers and models for schools served by SIG funds:

MPS Tier I and Tier II Persistently Low Performing Schools Served by the SIG

School	Model	Tier	Cohort	School	Model	Tier	Cohort
ALAS*	Turnaround	I	II	SCTE (Custer)*	Restart	I	I
Bay View	Transformation	II	I	Pulaski	Transformation	I	II
Bradley Tech	Transformation	II	I	Northwest	Turnaround	II	II
Hamilton	Transformation	II	II	South	Transformation	II	I
James Madison*	Transformation	II	I	Vincent	Transformation	I	I
MAAIS*	Restart	I	I	WHS IT	Transformation	I	II

* Instrumentality charter schools

Each of the Cohort I schools has received intensive intervention during the 2010 – 2011 school year aimed at increasing student outcomes. Schools received vendor support and professional development; some schools received reading intervention or additional instructional support. Positive outcomes were noted, most particularly increased attendance, decreased suspension rates, decreased teacher absence and some academic gains. However, greater academic outcomes are necessary for the 2011-2012 school year. As of 5/19/2011 the Metro Region's attendance averaged 81.5%, which is 7.8 percentage points higher than 2009/2010 attendance for Metro schools at 73.9%. School staff attendance also improved with an average of 6.3 absences per teacher through 4/29/2011. Suspension rates decreased significantly. As of 5/19/2011 the Metro region schools suspension rate averaged 35.5%. During the 2009/2010 school year the rate for these schools was 51.3%, thus moving from about half of the students receiving a suspension to just over a third. Academic gains are not as dramatic. WKCE testing in November, 2010 yielded slight gains in two of the seven schools in reading and slight gains in five of the seven schools in mathematics. Measures of Academic Progress (MAP) screening is completed three times a year. Results over the year for the Tier I and Tier II schools indicated limited overall growth.

Basic skill development in literacy and mathematics continues to be an urgent need for all Tier I and Tier II persistently low performing schools. The 2010-2011 regional structure provided some buffering for the schools, however, the new regional structure for the 2011-2012 school year coupled with the School Improvement Grant monitoring plan will provide the accountability and support required to drive rapid gains in student achievement.

The following theory of action is designed to shape the intervention for both the Cohort I and Cohort II Persistently Low Performing Schools.

Theory of Action

Increased student outcomes in literacy, mathematics, and graduation in Tier I and Tier II schools require aggressive reform efforts with a three-pronged approach:

1. **Increase responsiveness to school needs**

a. **Place Tier I and Tier II Persistently Low Performing Schools serviced by the School Improvement Grant in one Region.**

The Metro region, a non-geographical region for Persistently Low Performing Schools outside of the four core regions in the district will allow Tier I and Tier II schools the targeted support and focus required to turnaround the schools. The SIG funding provides these schools with increased levels of personnel to support staff, administration and students.

A comprehensive regional team including technical support, monitoring and professional development from both district staff and external providers provide schools with the tools and measures of accountability needed for success. As illustrated in the diagram, substantial professional development opportunities will be provided to each of the Persistently Low Performing Schools in the Metro region. The professional development will include workshops, after school in-service opportunities and a full range of the coaching continuum. The professional development and coaching will be matched to school needs and aligned with district initiatives. Literacy Specialists, Math Specialists, Instructional Coaches Literacy and Math are under the supervision of the Regional Coordinator of Curriculum and Instruction and are charged with ensuring alignment between the district, the school and the external provider. In addition, the Coordinator of Curriculum & Instruction will ensure implementation of a continuous progress monitoring system to assess the effectiveness of the professional development continuum. Each of the Persistently Low Performing Schools in the Metro Region will receive the services of an external vendor.



The above diagram also illustrates the expanded support the SIG schools will receive. At the school, the principal is ultimately accountable for the management and implementation of the SIG, as well as the success of the SIG. A .2 FTE School Improvement Facilitator is funded through SIG to:

- i. Ensure SIG monitoring meetings are scheduled,
- ii. Provide key communication to regional team and external vendors regarding SIG implementation at the school and
- iii. To act as a technical consultant for the Principal.

In addition to the above, the Metro Regional Team is expanded to include five Instructional Coach Literacy (ICL) positions and five Instructional Coach Math (ICM) positions. The ICLs and ICMs are charged with providing coaching, consultation and support to school staff (attachment). The ICLs and ICMs, as district staff, will work closely with external vendors to learn from the providers and incorporate new strategies in their work. This will support sustainability of SIG implementation after external vendors leave the school.

Clear lines of communication and responsibility streamline the support provided to the schools, clarify lines of accountability and eliminate confusion.

School Principal:

The regional structure is designed to enhance the operational flexibility of the principal while at the same time offering school leadership significant support and professional development. All intervention teachers, class

size reduction teachers and the School Improvement Facilitator report directly to the school principal. Vendors collaborate and support school principals.

Vertical Alignment:

The Regional Executive Specialist is ultimately responsible for the school, student achievement and school leadership. The Regional Director of School Support, the Regional Coordinator of Specialized Services, and the Regional Coordinator of Curriculum and Instruction report directly to the Regional Executive Specialist. The Regional Executive Specialist is responsible for ensuring that the external vendors provide schools with services contracted for. External vendors communicate with school leadership regularly, meet with the Regional Executive Specialist monthly and when necessary bring areas of concern or need directly to the Regional Executive Specialist.

Horizontal Alignment:

The SIG is managed through the Office of District and School Improvement. The Director of District and School Improvement is identified as the district-level administrator to oversee, evaluate and if necessary take action to ensure the SIG plans are being implemented as designed. DIFI Supervisors report directly to the Director of District and School Improvement. One DIFI Supervisor is assigned to service the schools in the Metro Region and to participate in the Regional Core Team and the Regional Extended Team. Another DIFI Supervisor is charged with implementation and management of the SIG and overseeing the monitoring of SIG implementation at the SIG schools. An additional role, that of the School Improvement Facilitator has been added to the District of School Improvement to ensure fidelity of instruction at those Cohort I schools that did not demonstrate significant gains in reading or math during the 2010-2011 school year. The Director of District and School Improvement in collaboration with the Regional Executive Specialist ensures that activities in each school's approved SIG plan occur according to established timelines.

All Central Services and Departments provide support and services to the Metro Region. In particular, Curriculum and Instruction, Family Services, Research and Evaluation, School Social Work, District and School Improvement, Labor Relations, Human Resources and Specialized Services have specific staff assigned to the Metro Region.

A representative from the Milwaukee Teachers Education Association (MTEA) collaborates directly with the Regional Executive Specialist and is a key member of the Regional Core Team and SIG Solution Focused Meetings.

Below, you will find a description of responsibilities of three key regional support staff and one in-school administrative staff supported by SIG funds. This structure will provide optimal support for schools in meeting the School Improvement Grant and Corrective Action Requirements in this time of fiscal restraints.

DIFI/SIFI and Student Achievement Supervisor

- *Report to Director of District and School Improvement (horizontal alignment)*
 - *Work on regional team and regional core administrative team*
 - *Assist and support schools in the implementation of those elements of the district and School Improvement Plan applicable to that school*
 - *Work with regional and district administrators to ensure alignment of school improvement plans with School Improvement Grant reform model requirements and Corrective Action Requirements*
 - *Work with the district's Regional Executive Specialists and Regional Teams to prioritize supervision and technical assistance to the district's schools, with priority given to schools designated as "Persistently Low Performing" or as "Schools Identified For Improvement" (SIFI)*
 - *Work with schools' administration and staff to focus on student achievement at the classroom level*
 - *Work with school teams in collaboration with the Regional Coordinator of Curriculum and Instruction to ensure staff understand and use data to drive instructional decision making*
 - *Work with school teams in collaboration with the Regional Coordinator of Curriculum and Instruction to ensure Response to Intervention is implemented with fidelity*
 - *Work with MPS Director of District and School Improvement to ensure Corrective Action Requirements are met*
 - *Manage School Improvement Grant activities for schools in assigned region*
 - *Provide technical assistance to the School Learning Teams and ensure that the learning team is up to date with School Improvement Planning and School Improvement Plan progress monitoring*
-

- *Provide leadership, as assigned on district school improvement projects*
- *Serve as a member of School Improvement Plan professional development and monitoring teams*

Regional Director of School Support

- *Report to the Regional Executive Specialist (vertical alignment)*
- *Support, supervise and provide feedback to principals/school leaders on all phases of the school's operations*
- *Monitor school budgets*
- *Provide fiscal management guidance to principals/school leaders*
- *Oversee day-to day school safety and promote effective school climate*
- *Provide support and engender resources to schools in emergency situations*
- *Supervise and provide guidance to principals/school leaders regarding the teacher and staff evaluation processes*
- *Serve as a hearing officer in employee misconduct processes*
- *Provide leadership training to assistant principals*
- *Monitor data including student enrollment, staff and student attendance, suspensions, curriculum benchmarks, standardized test results*
- *Support principals in pursuing operational flexibility*
- *Work with DIFI Supervisor to actuate Rapid Plans of Compliance where necessary*
- *Handle transportation concerns*
- *Ensure school compliance with operational timelines and requirements*
- *Address constituent complaints and build community relationships*
- *Monitor school compliance with federal and state regulations and requirements*

Regional Coordinator of Curriculum and Instruction

- *Report to the Regional Executive Specialist (vertical alignment)*
- *Support, monitor and provide feedback to principals/school leaders on all phases of teaching and learning in schools*
- *Observe classroom instruction and identify instructional needs in schools*
- *Ensure fidelity of implementation of MPS instructional requirements*
- *Determine effectiveness of classroom instruction and recommend strategies to principals/school leaders*
- *Analyze, monitor data and track progress of schools including curriculum benchmarks and standardized test results*
- *Provide guidance to principals/school leaders regarding the teacher and staff evaluation processes*
- *Monitor and support School Improvement Plans for schools in the region*
- *Ensure compliance with district Corrective Action Requirements*
- *Work with principals/school leaders to organize and coordinate grade level and department meetings to ensure horizontal and vertical articulation of the MPS instructional program and core curriculum standards throughout the region*
- *Plan and conduct professional development for assistant principals, teachers and school staff in the region*
- *Keep informed of latest research, trends and development in curriculum and instruction*
- *Collaborate with the Executive Director of Curriculum and Instruction*
- *Ensure school compliance with state and federal regulations and requirements*

School Improvement Monitor (.5 FTE, Cohort I only)

- *Report to the Director of District and School Improvement (horizontal alignment)*
 - *Conduct weekly Fidelity of Implementation checks in English, Reading and Math classes a minimum of two times a month per teacher for each Cohort I Persistently Low Performing School that did not demonstrate significant gains in reading or math during the 2010-2011 school year*
 - *Follow-up with classroom teachers to ensure fidelity of instruction*
 - *Collaborate closely with the Principal, Regional Coordinator of Curriculum and Instruction, as well as the external provider to direct the work of Instructional Coaches Literacy, Instructional Coaches Math, and vendor coaches to staff in need of support, coaching and professional development*
 - *Provide feedback to the school principal to support teacher evaluation efforts*
-

- *Collaborate with the literacy specialist, math specialist and vendor to ensure instruction at the school aligns with the district's Comprehensive Literacy Plan and the Comprehensive Mathematics and Science plan*
- *Work closely with the DIFI Supervisor, Principal and School Improvement Facilitator to ensure school adherence to monthly SIG monitoring conferences*
- *Collaborate with the DIFI Supervisor, Office of the Chief Academic Officer and Director of Research and Evaluation to adapt and develop appropriate Fidelity of Implementation tools for the Metro Region schools*

School Improvement Facilitator (.2 FTE)

- *School staff member assigned one day a week to SIG*
- *Reports to the Principal*
- *Works closely with DIFI Supervisor*
- *Coordinates monitoring meetings (learning team or educational transformation committee) at the school. In collaboration with the principal develops the agenda and ensures minutes are taken and distributed to staff*
- *Reports out on the progress of SIG activities at each staff meeting*
- *Promote SIG activities at the school in collaboration with the Principal*
- *Manage online School Improvement Monitoring Tool*

External Vendor Services

External vendors are contracted through the Office of District and School Improvement and are assigned to individual schools. MPS used a rigorous review process to select vendors with a proven track record and research based strategies in similar urban school districts. Two types of vendors (school reform and leadership) service the Metro Region. Five external school reform vendors provide schools with intense professional development, overall support for reform and a full continuum of coaching for staff. One external vendor provides the Metro Region Principals with professional development for turnaround leaders and individualized coaching support.

Vendors are held accountable through their contract. Each contract allows for termination of the vendor by the district, if necessary. Additionally, school reform vendors are held accountable for the following: student achievement gains, reductions in school suspension and increases in attendance. The Regional Executive Specialist meets regularly with the vendors and provides evaluative updates in the SIG Quarterly Reports to the Director of District and School Improvement. If necessary, the Director of District and School Improvement and the Regional Executive Specialist meet with a vendor to implement a Rapid Plan of Compliance, curtail the vendor services or terminate the contract with the vendor.

b. **Metro and District Activities to Support SIG Implementation**

In order to ensure that all Metro schools implement their SIG plan with fidelity, several regional level activities are scheduled to support SIG implementation.

Vendor Orientation and Update Meetings

An introductory meeting for vendors will be held early August with external providers, the MTEA and district staff to provide a detailed orientation to the Comprehensive Literacy Plan, the Comprehensive Math and Science Plan, PBIS, pertinent district procedures, MOU's with bargaining units, the pilot teacher evaluation process, and pertinent online resources including RtI Exceed and Professional Development Application (PDA). Vendors will receive procedures for appropriate approval to access district data bases and online tools at this meeting.

Follow-up Update meetings for vendors are scheduled in October, January, April and June. The follow-up meetings allow for continued orientation, as well as problem solving and collaboration among vendors. The follow-up dates parallel the quarterly reports to allow for data sharing.

The Director of District and School Improvement is responsible for scheduling and facilitating the Vendor Orientation and Update Meetings. The external vendors, Regional Executive Specialist, pertinent regional and central staff will be in attendance.

Vendor Meetings with Regional Executive Specialist

The Regional Executive Specialist will meet with the external vendors twice a month to discuss implementation, student progress and any barriers. Barriers that are not immediately solved will be taken to the Core team and

Solution Focused meeting for resolution. During October, January, April and June the meetings with the Regional Executive Specialist follow the Vendor Update Meetings. The Regional Executive Specialist will schedule and facilitate the meetings.

Weekly Principal Meetings with Vendors

Principals are required to meet with external vendors weekly to assess implementation, align vendor efforts to school reform efforts and address any barriers. Principals are responsible for scheduling and facilitating these meetings. Implementation successes and challenges will be shared with the Regional Director of School Support to be included in SIG Quarterly Reports.

Solution Focused Meeting

A Solution Focused Meeting will be held two times a month with key decision makers from central services, the MTEA, external providers and principals to rapidly address any barriers or concerns in each of the Metro schools. The purpose of this reoccurring meeting is to:

- i. Address school concerns with immediate response or very short turnaround time
- ii. Provide targeted additional accountability or support dictated by school needs
- iii. Support operational flexibility for school leadership
- iv. Buffer the region from mid year start up initiatives, additional programs or unnecessary grants

Participation from Family Services, Human Resources, Specialized Services, Curriculum and Instruction, Leadership, Transportation, Research and Evaluation, Finance and Labor Relations staff empowered to make decisions will be required Central Services participants. The meetings will be brief, highly structured and require advance agendas and minutes. The Director of District and School Improvement will schedule and facilitate the Solution Focused Meetings.

Universal Screener Windows

The district universal screener at the high school level is the Student Academic Indicators of Learning (SAIL), an early warning system that provides teachers with up to date information on student credits, GPA, attendance, suspension and over age data. Additionally, sixth through twelfth grade students are required to take the Measures of Academic Progress (MAP) three times a year. The School Assessment Coordinator and Principal are responsible to ensure that all students take the assessments and receive individualized timely feedback.

Monthly School SIG Meetings

The School Improvement Facilitator at each school will schedule and facilitate monthly meetings with school leadership, external vendors and Core Regional Administrators. Implementation of SIG activities will be used to guide discussion and monitoring. The Monthly School SIG Meetings will ensure that activities in each school's approved plan occur according to the established timelines in the school plan. Meetings will address student achievement gains, implementation of the SIG and will form the basis for the regional administrators Quarterly reports.

School Improvement Facilitator Region Meetings

School Improvement Facilitators will meet with the DIFI Supervisor in charge of SIG monthly to receive a deep understanding of the School Improvement Grant and be charged with facilitating the communication between administrators, regional staff and external providers at the school. The DIFI Supervisor will schedule and facilitate these meetings and professional development opportunities. The meetings will be held after school so that the School Improvement Facilitator, the Principal and pertinent regional staff can attend.

Professional Development

Professional development in the Metro region will be multifaceted and aligned. Teachers will receive professional development weekly in required collaborative planning and professional development sessions embedded in the school day. After school and Saturday professional development sessions will also be required for pertinent staff. The professional development is offered by the external vendor, Instructional Coach Literacy and Instructional Coach Math. The external provider at each school will offer a kickoff training required by all staff. A comprehensive instructional needs assessment will be conducted at this time to drive professional development. In this improvement plan, the vendor will work with the PBIS team, the ELA and math departments to align curriculum and to build instructional leadership among the team leaders. The vendor will support the district level professional development by following up and providing additional in servicing on the same skills.

Eight rotating teachers will be assigned to each of the Metro Region schools at least twice a month to provide opportunities for classroom teachers to attend professional development during the school day. School schedules have been designed to allow for common planning time and weekly professional development sessions during the school day.

Professional Development for Leadership

Principals will receive professional development centered on leadership in Turnaround schools beginning July 2011 through June 2012. Professional development for leadership is multi-faceted including training at the regional, district and school levels and involves introductory workshops, instruction on research based practices in instruction, theories of change and review of leadership practices. Principals will receive the opportunity for detailed feedback on his/her performance. A full continuum of coaching will be available to the principals. Additionally, principals will attend a “university quality” course on leadership during the summer 2012.

District staff, regional staff, school reform vendors, as well as a leadership vendor will coordinate professional development for the principals and assistant principals in the Metro region. The Regional Executive Specialist will coordinate a professional learning community with the principals. Monthly meetings will be scheduled with the twelve Metro Principals and principals will be allowed to probe deeply and problem solve around common areas of need.

Regional Team Meetings

The Regional Executive Specialist will convene Regional Team meetings two times a month. One meeting will be dedicated to the Extended Regional Team and second will consist of core regional administrators. The Regional Core Team consists of The Regional Executive Specialist, the DIFI Supervisor, the Regional Director of School Support, the Regional Coordinator of Specialized Services, The Regional Coordinator of Curriculum and Instruction and a representative of MTEA. The Regional Extended Team consists of Core Team members, a Regional Social Worker, a RtI specialist, a Math Specialist, a Literacy Specialist, a PBIS coach, representation from Research and Evaluation, Human Resources and Family Services.

The purpose of these meetings is to assess implementation of the various elements of the SIG including staffing, effectiveness of teaching staff, implementation of literacy and mathematics instruction and the effectiveness of professional development/coaching. Quarterly reports summarizing SIG implementation are based on this information.

The Regional Core Administrative Team and the Regional Extended Team will review data at their monthly meetings. Student outcome data including SAIL and MAP data, course completion, Fidelity of Implementation (FOI) results, teacher attendance and SIG implementation progress reports from the SIP will be reviewed at each meeting. The team will also analyze the Professional Development Assistant (PDA) data. PDA is an online system that tracks coaching and professional development provided to the schools. Based on their data analysis the team will use a case management approach to allocate their resources to support and enhance the work of the Metro schools.

Metro Region Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Vendor Orientation and Update Meetings		4 th & 5 th 8:00-4:00		3 rd 8:00-12:00			6 th 8:00-12:00			18 th 1:00-3:30		20 th 1:00-3:30
Vendor Meetings with RES	21 st 4:30-7:00	19 th 4:30-7:00	16 th 4:30-7:00	19 th 4:30-7:00	16 th 4:30-7:00	14 th 4:30-7:00	18 th 4:30-7:00	15 th 4:30-7:00	21 st 4:30-7:00	18 th 4:30-7:00	16 th 4:30-7:00	20 th 4:30-7:00
Principal Meet with Vendor	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
Solution Focused Meetings		4 th & 18 th 4:00-5:00	8 th & 22 nd 4:00-5:00	6 th & 20 th 4:00-5:00	3 rd & 17 th 4:00-5:00	1 st & 15 th 4:00-5:00	5 th & 19 th 4:00-5:00	2 nd & 16 th 4:00-5:00	1 st & 15 th 4:00-5:00	5 th & 19 th 4:00-5:00	3 rd & 17 th 4:00-5:00	14 th 4:00-5:00
Universal Screener Window		←→			←→					←→		
Monthly School SIG meetings		X	X	X	X	X	X	X	X	X	X	X
School Improvement Facilitator Region Meetings			15 th 4:00-6:00	13 th 4:00-6:00	10 th 4:00-6:00	8 th 4:00-6:00	12 th 4:00-6:00	9 th 4:00-6:00	8 th 4:00-6:00	12 th 4:00-6:00	10 th 4:00-6:00	21 st 4:00-6:00
Teacher Vendor PD Kickoff		25 th & 29 th 8:00-3:30										
PD & Instructional Needs Assessment		→										
Vendor PD Full Continuum of Coaching			→								→	
Vendor PD		→										→
Aligned District PD		→										→
Formal Principal PD	19 th & 27 th 8:00-4:00	1 st , 3 rd , 10 th , 17 th 8:00-4:00	7 th	5 th	2 nd	7 th	11 th	8 th	7 th	4 th	2 nd	6 th
Principal Coaching			→									→
Regional Principal PD	14 th 8:00-4:00	1 st , 3 rd , 10 th , 17 th 8:00-4:00	12 th & 26 th 4:30-6:30	10 th & 24 th 4:30-6:30	14 th & 28 th 4:30-6:30	12 th 4:30-6:30	9 th & 23 rd 4:30-6:30	13 th & 27 th 4:30-6:30	12 th & 26 th 4:30-6:30	16 th & 30 th 4:30-6:30	14 th 4:30-6:30	TBD
Regional Core Meetings			6 th core 20 th ext 4:30-6:30	4 th core 18 th ext 4:30-6:30	1 st core 22 nd ext 4:30-6:30	6 th core 20 th ext 4:30-6:30	10 th cor 24 th ext 4:30-6:30	7 th core 21 st ext 4:30-6:30	6 th core 20 th ext 4:30-6:30	3 rd core 24 th ext 4:30-6:30	8 th core 22 nd ext 4:30-6:30	TBD

c. **Implement a Rigorous Monitoring System**

Implementation of the SIG will be monitored through the Regional Team and Office of District and School Improvement. Quarterly reports described below are due to the Regional Executive Specialist and the Director of School Improvement and form the basis of monitoring. Quarterly reports will summarize SIG model implementation, student outcomes, and SIG activity implementation. The following activities are structured to support overall monitoring efforts:

Formal Data Review Sessions

While data-driven decision making is continuous, data analysis windows are set for accountability. Five times a year Metro school teacher teams are required to demonstrate their data analysis in order to group students, determine Tier 2 interventions and make instructional decisions. Prior to the start of the school year, staff will use 2010-11 data to identify students for intervention in reading and mathematics. Struggling students identified through this analysis will be assigned to intervention courses. Intervention courses occur in addition to core subject areas. The first data analysis window during the school year ends September 24th. Staff will be required to identify strategies for all non-proficient students in the areas of reading and mathematics. Tier 2 student plans in literacy are also due. Teachers use current year data for data analysis sessions two through five. The RtI Specialist, ICL and ICM will work with external vendors to align the MPS ClasStat data analysis process with the professional development processes of the vendor.

The learning team will use the same five data analysis windows to analyze school-wide data. Learning teams will be offered regional level training opportunities during each data analysis window. SAIL data, MAP data, attendance, suspensions, office referrals, walkthrough data and FOI data will be analyzed. This work will be supported primarily by the external providers in conjunction with the RtI Specialists and Instructional Coaches. Ultimately, the Coordinator of Curriculum and Instruction will hold schools accountable for data review sessions.

School Improvement Plan

All twelve Persistently Low Performing Schools in the Metro Region have completed an initial School Improvement Plan (SIP). The Turnaround, Transformational and Restart Model required elements are embedded in the SIP for each respective school. School Learning Teams are responsible for entering progress monitoring data into the online SIP program monthly. The DIFI Supervisor will work with the teams to provide technical assistance. The Regional Coordinator of Curriculum and Instruction is responsible to ensure compliance.

Fidelity of Implementation (FOI) Observations

FOI observations are required monthly for English, Reading Intervention and Mathematics to assess the quality of implementation of the implementation of the curriculum. The district FOI tools approved for CAR will be used with all Metro schools. The DIFI supervisor will assist with implementation, the Regional Coordinator of Curriculum and Instruction is responsible for ensuring compliance.

Teacher Evaluation Professional Development

All metro schools will receive professional development in the Danielson framework as it relates to instructional performance. Additionally, five Persistently Low Performing schools, one Tier III high school, two Tier III K8 schools and two traditional K8 schools have been selected to pilot the new teacher evaluation system. The Teacher Evaluation Committee agreed on a list of schools where there was a good level of staff-principal trust and collaboration, and where both teachers and administrators had the capacity and openness to make the pilot work.

From there, the MPS-MTEA teacher evaluation design team narrowed the list down further. Schools at different achievement levels and differing student populations were identified while keeping the number of regions involved at three (Metro, East, and Southwest).

Teachers in the pilot schools will receive an intensive 3 day workshop in August. Ongoing support for teachers throughout the year will be provided by the principal, supported by the Regional Director of School Support in conjunction with the teacher's union. The new teacher evaluation system was designed by a team of three MTEA representatives and three MPS representatives along with a representative from the Department of Public

Instruction. The planning team was supported by national experts and examined teacher evaluation systems in 18 other districts.

The proposed model:

- Uses Charlotte Danielson’s framework, tools (with some tweaking), and trainers. So much has been developed and applied across the nation; this puts us on firm ground with lots of resources and collective experience.
- Allows teachers to opt to have trained and “certified” peer observers conduct one or more of their classroom observations.
- Incorporates a rich array of evidence of student growth, from to MAP to teacher-selected evidence.

Administrators receive three days of PD, run primarily by a team of Danielson trainers. Principals, assistant principals and two teachers prepared to conduct peer observations will attend. All teachers in the school will attend a two-day professional development where they will learn about the Danielson framework and MPS system.

Quarterly Reports

Quarterly Reports from the Regional Director of School Support, the Regional Coordinator of Curriculum and Instruction and the DIFI supervisor are submitted to the Regional Executive Specialist, who summarizes the information and submits the information to the Director of District and School Improvement. The Director of District and School Improvement is responsible for overseeing, evaluating and if necessary, taking action to ensure that the SIG plan is being implemented as designed. This information is used within the Regional Core Meetings to problem solve and adapt regional support to those schools with needs. Information not already dealt with in the Solution Focused Meetings is directed to that team. The reports form the basis for analysis at the district level and the Department of Public Instruction. This form of monitoring allows for mid course correction and/or acceleration of efforts to ensure high levels of student growth.

SIG Implementation Reports

Quarterly Implementation Reports will include the Regional Quarterly Report, summaries of any Rapid Plans of Compliance, Budget Updates, and Vendor Action Updates including possible sanctions or dismissals and overall implementation of SIG. The Quarterly Implementation Report will be available to the Department of Public Instruction in written form and if requested through a formal quarterly update meeting.

Rapid Plans of Compliance

If necessary, the Regional Executive Specialist is responsible for developing Rapid Plans of Compliance to bring schools into compliance with any SIP implementation item. Rapid Plans of Compliance are used to improve SIG implementation, improve compliance to Corrective Action Requirements and ensure students are demonstrating sufficient gains in achievement to meet SIG goals. If a Rapid Plan of Compliance does not successfully resolve a concern or if an issue is of such consequence that it does not allow for a Rapid Plan of Compliance, the Regional Executive Specialist will work with the Director of District and School Improvement, appropriate Senior Staff or the Superintendent to resolve the issue. Non-resolved issues with external vendors will be resolved through the contract with the Director of District and School Improvement. Non-resolved issues with staffing will be resolved through the Executive Director of Human Resources. Non-resolved issues with leadership will be resolved through the Executive Director of the Office of School Administration. Overall school non-compliance or failure to demonstrate gains per SIG goals will be resolved in collaboration with the Superintendent and Senior Staff and may include model change, withdrawal of services, school closure or other significant changes.

The following chart delineates the months where monitoring and analysis meetings are required for the Metro Schools:

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Formal Data Reviews Complete			X		X			X		X		X
SIP Monitoring		X	X	X	X	X	X	X	X	X	X	X
FOI / Walkthrough checks			X	X	X	X	X	X	X	X	X	
Teacher Evaluation PD		X								X		
Teacher Observations for Evaluation												
Teacher Vendor PD Kickoff		X										
PD & Instructional Needs Assessment			X									
Vendor PD Full cont Coaching												
Vendor PD		X	X	X	X	X	X	X	X	X	X	X
Aligned District PD		X	X	X	X	X	X	X	X	X	X	X
Formal Principal PD		X	X	X	X	X	X	X	X	X	X	X
Principal Coaching												
Quarterly Reports			X				X			X		X
Implementation Reports				X			X			X		X

- d. **Redesign SIG policies and procedures** for Tier I and Tier II schools to reinforce accountability for student achievement.
- Student assignment process will be altered in a manner to decrease student mobility.
 - The School Improvement Plan will integrate SIG, Corrective Action and Title I Requirements.
 - Meet with all stakeholders (district, school, vendor, union and key community partners) to set parameters and align services.
- e. **Pilot the new teacher evaluation process.** Representatives from the Milwaukee Teachers Education Association (MTEA), district staff, school staff and the Department of Public Instruction met over the 2010-11 school year to revise the teacher evaluation system and incorporate student achievement. The revised evaluation and observation system will be piloted in Cohort I Tier I and Tier II schools during the 2011-2012 school year. A new teacher evaluation system will be implemented in the 2011-2012 school year in all of the Cohort I high schools. It is a system that essentially adopts the Danielson framework

with its emphasis on the four domains of: planning and preparations, classroom environment, instruction and professionalism. A minimum of 50% of the teacher's evaluation will be based on evidence of the domains acquired through observation and documentation. The balance of the teacher's evaluation, but no less than 40%, will be based on evidence of student growth. The student growth measurement will consist of: (1) a mix of individual and school-wide data using MAP results in reading and math (but could be adjusted in the future to use additional curricula areas measured by MAP as those tested areas are implemented); (2) other evidence of student growth selected by the teacher such as writing samples, portfolios, AP scores, student surveys, etc; and (3) school wide data on attendance and promotion. Inherent in the student growth measurements is a commitment to measuring growth of all students at all levels of skill achievement. Both components of the evaluation, the Danielson framework and the student growth measures, can be adjusted for various types of teachers, i.e. classroom, guidance counselor or librarian, etc.

The new evaluation system will also include pre and post observation discussions between the teacher and the administrator/observer, an opportunity for peer observation and a requirement that all teachers develop an action plan for ongoing professional growth that will be reviewed/revised at the evaluation conferences. The professional growth plan should be one that contemplates continuous growth over multiple years. Where applicable it should also be aligned with PI 34 professional development plan requirements.

It is anticipated that significant resources will be needed to in-service/train the evaluators, observers and teachers themselves on the Danielson Framework, the use of student growth measurements and the change in the evaluation paradigm.

- f. **Collaborate with the MTEA teacher's union**
A strong collaborative relationship with the teacher's union is currently being nurtured. The MTEA will be invited to planning meetings with school staff and staff presentations. Additionally, the MTEA and district will continue to collaborate on teacher evaluation system and ongoing issues pertinent to the Tier I and Tier II schools.
 - g. **Implement Corrective Action Requirements** including Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS).
2. **Provide Comprehensive Approach to Professional Development** Provide intensive professional development for:
 - a. **Principals and school leadership**
Strong leadership is key to successful schools. Many of MPS principal changes will occur in 2011-2012. Nine of the twelve principals in the Tier I and Tier II schools will be new to their school in fall 2011. Building leadership for turnaround schools will require a comprehensive approach. Professional development spearheaded by vendors and supported by district staff will address capacity issues in the district while at the same time ensure alignment and sustainability. Leadership at the school must be focused on instruction and will drive the reform efforts. Support for principals and school leaders will include intensive professional development, increased support from the district/regional administrators coupled with increased accountability.
 - b. **Teaching staff**
Teacher effectiveness must improve and will require intensive professional development and coaching. A comprehensive plan of support requires that central services supports be aligned directly with and responsive to school needs. Vendors will be contracted to support each of the Tier I and Tier II schools. Vendors will collaborate with district instructional coaches and the curriculum and instruction coordinator to ensure professional development is aligned with district priorities and targeted to the specific needs of the school. Professional development around data-driven decision making, the Comprehensive Literacy Plan, the Comprehensive Math and Science Plan, differentiated instruction, lesson planning and interventions for struggling students will be included in the planning.
 3. **Increase learning opportunities for students** including interventions for struggling learners, credit recovery and scheduling that allows for increased instructional minutes, especially within core subject area. A new schedule has been developed for use in the Metro schools which offers increased opportunities to engage students in more core instruction through double dosing, shorter passing time and a small increase in overall daily instructional time. Teacher professional development will be aimed at providing high quality, effective instruction using all minutes of
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class time. Extended learning opportunities are provided through summer school, transition programs, online learning, credit recovery, in-school intervention for struggling learners in reading and mathematics, as well as evening and Saturday learning opportunities. Summer school opportunities in credit recovery are available to students in Cohort 1 schools. The E2020 on-line course will be used to assist students who are in need of obtaining credit(s).

VIII. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Tier I and II schools are on schedule in implementing the selected reform model.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded Tier I and II schools.

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Objective 1: Provide a comprehensive monitoring system to ensure fidelity of SIG implementation (Theory of Action describes monitoring in detail) 1.a.I SIG Implementation Reports will summarize all SIG monitoring activities and actions 1.a.II Quarterly Reports will summarize SIG implementation at each Persistently Low Performing School 1.a.III Several online tools will be used to gather implementation data including the Professional Development Assistant (PDA) where all professional development and coaching activities will be logged, and the School Improvement Plan (SIP) where schools enter progress on meeting the SIG reform model requirements.	September, 2011; January, 2012; April, 2012; June, 2012	Director of District and School Improvement Regional Executive Specialist Regional Executive Specialist, Principal	NA	
Objective 2: Increase responsiveness to school needs a. Regional Team (Theory of Action delineates the roles, responsibilities and monitoring plan for each member of the regional team.) 2.a.I The Regional Executive Specialist (RES) will lead the regional team, evaluate the principals and work with principals on student achievement strategies.	2011-2012	Regional Executive Specialist	1 FTE RES \$214,013 (includes benefits)	
2.a.II The Regional Director of School Support (RDSS) will assume general oversight of day-to-day activities of the principals and help ensure compliance with district administrative requirements and deadlines.	2011-2012	Regional Executive Specialist	1 FTE RDSS \$204,104 (includes benefits)	
2.a.III The Regional Coordinator for Curriculum and Instruction (RCC&I) will focus on math and reading instruction and will work closely with Metro schools to improve student achievement.	2011-2012	Regional Executive Specialist	1 FTE RCC&I \$185,300 (includes benefits)	

	VIII. LEA MONITORING PLAN			
<p>2.a.IV Two DIFI supervisors will be assigned to the Metro region, one to provide technical support around school reform and corrective action requirements.</p> <p>The second DIFI supervisor will be assigned to monitor SIG requirements and to work with the School Improvement Monitors in each of the 13 Tier I and Tier II persistently low performing schools.</p>	2011-2012	Director, District and School Improvement	1 FTE DIFI Supervisor \$175,615 (includes benefits) (1FTE covered in LEA SIG for Cohort II schools)	
<p>2.a.V One Regional Social Worker will work with schools on attendance and restorative practices.</p>	2011-2012	Chief Academic Officer	1 FTE Social Worker \$115,532 (includes benefits)	
<p>2.a.VI The MPS revised principal evaluation and observation system for Principals and Assistant Principals will be used to evaluate and monitor leaders.</p>	2011-2012	Regional Executive Specialist	NA	
<p>2.a.VII One Mathematics Teaching Specialist will be assigned to the Metro region to provide technical support around mathematics and to ensure alignment with vendor and district efforts in math.</p>	2011-2012	Regional Executive Specialist	1FTE Math Specialist \$111,200 (includes benefits)	
<p>2.a.VIII One Literacy Teaching Specialist will be assigned to the Metro region to provide technical support around literacy and to ensure alignment with vendor and district efforts in literacy.</p>	2011-2012	Regional Executive Specialist	1 FTE Literacy Specialist \$111,200 (includes benefits)	
<p>2.a.IX District staff supporting Tier I, II, & III schools will receive intra-district travel (car allowance) and may access supplies, duplicating and postage.</p>	2010-2012	District and School Improvement	\$5,000 postage \$20,000 supplies \$20,000 duplicating \$30,000 car allowance	

VIII. LEA MONITORING PLAN				
2.b.I b. Solution Focused Meeting of key stakeholders and decision makers will convene monthly. The committee will consist of key representatives from district offices, vendors, teacher's union, and the regional team. The purpose of this reoccurring meeting is to: 1) address school concerns with immediate response or very short turnaround time, 2) provide targeted additional accountability or support dictated by school needs, 3) support operational flexibility for school leadership, and 4) buffer the region from mid year start up initiatives, additional programs or unnecessary grants.	July 2011 through June 2012	District and School Improvement	NA	
Objective 3: Provide Comprehensive Approach to Professional Development				
3.1 A vendor for Turnaround Leadership professional development and coaching will be contracted with to provide intensive professional development for principals in all MPS Tier I and Tier II schools. The Regional Team will support these efforts through accountability, technical support and monitoring.	July 2011 through June 2012	District and School Improvement, Regional Executive Specialist	\$165,000 vendor contract \$10,000 supplies \$5,000 duplicating \$15,000 car allowance \$10,000 travel	
3.2 Regular meetings and/or Professional Learning Communities (PLC) with schools served and their lead partner will be scheduled to take advantage of learning across schools.	2011-2012	District and School Improvement, Regional Executive Specialist	NA	
3.3 Students at Metro schools will be eligible for summer school credit recovery and transition to high school bridge programs. Project Grad will support development of the summer school program	July – August 2011	Office of Administrative Leadership, District and School Improvement, Vendors	\$171,673 Part-time certificated and hourly teacher compensation (includes benefits) \$28,325 pupil transportation	
3.4 Rotating teachers will be scheduled to release teacher teams at Tier I and Tier II schools at least once a month for 90 to 120 minutes of comprehensive professional development.	August 2011 through June 2012	District and School Improvement, Chief Academic Officer	6.5 FTE teacher \$657,088 (includes benefits)	
3.5 Using the Danielson Framework, a pilot project to train teachers and implement a new teacher evaluation system will be implemented in 5 SIG schools. (refer to Theory of Action)	July, 2011 – August, 2011; Professional Development September, 2011 through June,	Teacher Evaluation Committee including District Staff, MTEA and DPI representation.	.5 FTE high school assistant principal to oversee the pilot \$82,651 (includes benefits) \$20,000 for 2 days of	

VIII. LEA MONITORING PLAN				
	2012 Implementation		training for 550 teaching staff in the pilot schools \$28,000 supplies for two 3 day sessions for 120 administrators and central services staff to participate in evaluation professional development \$40,000 part-time certificated (includes benefits)	
Objective 4: Program Evaluation				
4.1 A comprehensive evaluation of reform efforts in MPS Tier I and Tier II schools will be undertaken. (At the time of this writing American Institutes for Research is applying for an IES grant to support some of this work.)	2011 – 2014	District and School Improvement Research and Evaluation	\$200,000 contract with vendor \$28,000 contract for Evaluation – PD	
Objective 5: Administrative Support 5.1 A grant writer will be contracted to assist with the writing, set up, and proofing of required grant follow-up and summaries.	February 2012 – June 2012	District and School Improvement	\$15,000	
Indirect charges			\$673,749 for Indirect	

	IX. TIER III PROGRESS REPORT	
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Instructions: In the table below, list each Tier III school served and identify the MAP testing results for reading and mathematics.

District Improvement Goal: The percentage of student proficient / advanced on the District Universal Screener in reading and mathematics will increase a total of 10% across all strands from fall 2010 to spring 2011.

School Name	Reading MAP Results		Mathematics MAP Results	
	Fall 2010	Spring 2011	Fall 2010	Spring 2011
Advanced Language and Academic Studies*	45.9%	50.4 %	33.9%	42.7 %
Auer Avenue Elementary	31.7%	43.8 %	27.2%	40.1 %
Browning Elementary	43.8%	57.4 %	38.2%	45.9 %
Burroughs Middle	37.9%	46.2 %	19.6%	24.0 %
Career Youth Development	41.1%	45.3 %	15.1%	11.0 %
Carver Academy	42.8%	40.9 %	33.5%	36.8 %
El Puente High*****	56.9%	67.5 %	20.6%	37.6 %
Fifty-third Street Elementary	51.8%	70.6 %	32.6%	50.4 %
Forest Home Elementary	35.9%	52.9 %	34.4%	49.2 %
Fritsche Middle**	51.0%	60.9 %	39.8%	47.0 %
Genesis High *****	33.3%	30.8 %	11.7%	16.3 %
Grantosa Drive Elementary	54.6%	69.7 %	41.5%	51.3 %
Hamilton High *	42.6%	53.9 %	33.6%	39.8 %
Hopkins Street Elementary***	40.4%	50.8 %	25.0%	33.0 %
Keefe Avenue Elementary	56.3%	59.4 %	31.9%	45.8 %
Kilmer High	44.4%	63.0 %	22.3%	29.6 %
King Jr Elementary*****	46.8%	39.3 %	33.6%	58.0 %
Lafollette Elementary	37.5%	44.0 %	28.6%	35.4 %
Lancaster Elementary	52.5%	59.3 %	31.6%	40.4 %
Lincoln Avenue Elementary	45.2%	69.2 %	40.5%	62.1 %
Lincoln Middle School	61.7%	72.2 %	38.8%	43.4 %
Lloyd Street Elementary ***	38.6%	45.0 %	32.7%	39.6 %
Maple Tree Elementary	51.7%	57.4 %	37.2%	48.3 %
Metcalfe Elementary	34.4%	56.0 %	27.6%	41.5 %
Pulaski High *	50.8%	55.9 %	32.4%	36.4 %
Riverside High	81.8%	78.9 %	57.9%	64.0 %
Rogers Street Academy	36.8%	65.3 %	32.7%	58.6 %
Roosevelt Middle	61.7%	74.5 %	41.7%	49.9 %
Sherman Elementary	53.0%	61.6 %	38.8%	44.0 %
Starms Discovery	56.7%	60.4 %	41.0%	46.1 %
Story Elementary	49.0%	53.3 %	33.0%	38.7 %
Townsend Street Elementary	37.3%	46.5 %	29.6%	40.1 %
WHS Expeditionary Learning*****	38.2%	46.9 %	19.1%	27.5 %
WHS Information Technology*	38.3%	40.8 %	12.7%	19.6 %
Wheatley Elementary*****	31.0%	33.0 %	21.2%	27.7 %

* Advanced Language and Academic Studies, Hamilton HS, Pulaski and WHS Informational Technology are identified as Cohort II Persistently Low Performing Schools.

** Fritsche Middle School will merge with Bay View High School for the 2011-2012 school year.

*** Hopkins Street School and Lloyd Street School will merge for the 2011-2012 school year.

**** WHS Expeditionary Learning (Washington High School) was identified as a Cohort II Persistently Low Performing School and will close at the end of the 2010-2011 school year.

***** Wheatley Elementary School and Genesis High will close at the end of the 2010-2011 school year.

*****El Puente High is not funded for MPS students 2011-2012.

*****King Jr. will merge with Green Bay Avenue for the 2011-2012 school year and will take on the Green Bay Ave. site number.

X. DISTRICT PLAN TO SUPPORT TIER III SCHOOLS

Instructions: Describe the district plan to support the Tier III schools served by this grant for the 2011-12 school year. If the district has more than one district improvement goal, copy and paste the table for each goal.

District Improvement Goal 1:

Improve Leadership in Tier III schools

Evaluation Method(s)

- 1) 75% - 80% of principals will accomplish the goals of the NISL Action Learning Project (Goals established for action learning project at leader's school).
- 2) An evaluation of principal progress using Instructional Leadership Instrument 360-Degree Assessment will provide MPS baseline data.
- 3) Fewer Corrective Action Rapid Plan of Compliance plans will be created for schools with leaders participating in NISL as compared to schools where leaders have not yet participated in NISL.

Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for interim and end-of-year reports</i>
<p>1.1 Tier III principals will be involved in intense professional development in leadership development through the National Institute of School Leadership (NISL).</p> <p>NISL was chosen as part of a competitive review of proposals. Leadership development will focus on instructional leadership. The National Institute for School Leadership ("NISL") will provide a rigorous, comprehensive, high quality leadership training program to 60 (26 Tier III) MPS principals and school leaders to support student improvements in academic areas like benchmark assessments, state-mandated reading and math scores, grade level promotions and graduation rates.</p> <p>The NISL curriculum consists of a combination of best practices in teaching and learning, subject area content knowledge, and leadership knowledge and practices. It is supported by a scientifically-rigorous study that links implementation of the training program directly to student achievement gains at the elementary, middle and high school levels. The curriculum is designed to significantly improve a school leader's ability to be a strong instructional leader.</p> <p>Principals and school leaders will receive 27 classroom days of instruction from NISL Master Faculty and NISL Certified Facilitators and 40 hours of on-line curriculum spread over a 15-month training cycle. A 360 evaluation will be administered twice during training, serving as a basis for an individualized professional development plan based on each individual's strengths and weaknesses. Learning is job-embedded with action learning projects and application to real problems in the local setting.</p> <p>The NISL program complements District initiatives such as the Comprehensive Literacy Plan, Measures of Academic Progress ("MAP"), the Positive Behavioral Interventions and Supports ("PBIS"), Response to Intervention ("RtI") and the upcoming Comprehensive Mathematics Plan. The NISL program is also aligned to the Wisconsin Educator Standards for Administrators</p> <p>School leaders participating in Cohort 1 PD are: Fifty Third, Lancaster,</p>	2011-2012	Director, Office of School Administration	\$300,000 contract with NISL (Tier III principals only)	

District Improvement Goal 1:

Improve Leadership in Tier III schools

Evaluation Method(s)

- 1) 75% - 80% of principals will accomplish the goals of the NISL Action Learning Project (Goals established for action learning project at leader's school).
- 2) An evaluation of principal progress using Instructional Leadership Instrument 360-Degree Assessment will provide MPS baseline data.
- 3) Fewer Corrective Action Rapid Plan of Compliance plans will be created for schools with leaders participating in NISL as compared to schools where leaders have not yet participated in NISL.

Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for interim and end-of-year reports</i>
<p>Lincoln Ave, Hopkins/Lloyd, Riverside, Roosevelt, and Townsend.</p> <p>School leaders participating in Cohort 2 PD are: Auer Ave., Browning, Burroughs, Forest Home, Grantosa, Keefe Ave., LaFollette, Starns Discovery, and Story.</p> <p>NISL will contract with an independent, third party evaluator to measure the effects of the NISL program on the accomplishments of school leaders.</p> <p>1.2 DIFI Supervisors will work with principals at Tier III and SIFI schools to ensure understanding and compliance with all Corrective Action Requirements.</p>	2011-2012 school year	Director, District and School Improvement	NA	

X. DISTRICT PLAN TO SUPPORT TIER III SCHOOLS (cont'd.)

District Improvement Goal 2:

Improve student outcomes in Reading and Mathematics

Evaluation Method(s)

MAP: Schools will demonstrate growth in percent proficient from Fall to Spring on the Measures of Academic Progress (MAP) universal screener.

Schools will meet their value added "Target MAP Goal" at all grade levels

Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for interim and end-of-year reports</i>
2.1 READ 180 intervention will be offered to 945 struggling readers in Tier III schools. Program implementation and student progress will be monitored quarterly. Schools will receive READ 180 equipment, teacher FTE and professional development. READ 180 labs will be at Auer, Burroughs (1), Carver (1), Hopkins, Fifty Third St., Keefe, Lancaster, Lincoln Middle (2), Metcalfe, Roosevelt (2), Sherman, Starns, Townsend.	2011-2012	Principal / Chief Academic Officer	15 FTE READ 180 Teachers \$1,516,358 includes benefits \$63,275 READ 180 Contract \$10,000 READ 180 supplies	
2.2 The Texas Instruments Math Forward program was piloted in 10 classrooms during the 2010-2011 year. This program will be expanded to all mathematics classrooms at Dr. Martin Luther King Elementary and Lincoln Center for the Arts Middle School through the School Improvement Grant and will be used as a model for expanded implementation in schools across the district.	2011-2012	Principal / Chief Academic Officer	\$78,000 Texas Instruments Contract \$35,088 Texas Instruments Supplies	
2.3 46 City Year Mentors will support five Tier III schools. City Year's Whole School, Whole Child model (WSWC) places teams of young adults in schools to improve student attendance, behavior and course performance, three indicators that a comprehensive Johns Hopkins University study confirms are highly predictive of a student's likelihood of dropping out of high school. City Year is an urban Peace Corps styled program in which young adults aged 17 to 24 spend 10 months doing community service full-time. Based in Boston, the program utilizes the WSWC approach to mentoring and community service. City Year's purpose is to help children succeed, build stronger communities, break down social barriers, develop young leaders and foster active citizenship. Schools served by City Year are Hopkins/Lloyd, Northwest Secondary (in Cohort II proposal), Rogers, and Roosevelt.	2011-2012	Director District and School Improvement, Regional Executive Specialists	\$300,000 vendor contract	
2.4 10 Instructional Coaches Literacy (ICL) provide coaching, professional development and technical support to Tier III schools around the Comprehensive Literacy Plan and the Comprehensive Math and Science Plan. ICL's are placed at Lincoln Ave., Maple Tree, Rogers, Story, Roosevelt, Lincoln Middle, South, Hamilton and Vincent.	2011-2012	Chief Academic Officer	10 FTE ICL \$1,111,996 (includes benefits)	

X. DISTRICT PLAN TO SUPPORT TIER III SCHOOLS (cont'd.)

District Improvement Goal 2:
Improve student outcomes in Reading and Mathematics

Evaluation Method(s)
MAP: Schools will demonstrate growth in percent proficient from Fall to Spring on the Measures of Academic Progress (MAP) universal screener.
Schools will meet their value added “Target MAP Goal” at all grade levels

Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for interim and end-of-year reports</i>
2.6 Teachers in Tier III schools participating in professional development in READ 180, TI math, literacy, mathematics, science and data-driven decision making outside of the school day will be compensated for their time.	2010-2012	Chief Academic Officer, District and School Improvement	\$169,900 Part-Time Certificated (includes benefits) \$9,588 Substitute pay for PD (includes benefits)	

	XI. BUDGET DETAIL	
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Grant Period 7/1/2011 – 6/30/2012	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>
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1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant". *The monetary fields may not be left blank. It is necessary to enter a zero.*

a. Name	b. Position/Title	c. Project FTE <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
Totals				\$0	\$0
Total Salary & Fringe**				\$0	

** All project totals must equal salary and fringe totals on budget summary page.

XI. BUDGET DETAIL (cont'd.)		
Grant Period 7/1/2011 – 6/30/2012	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>

2. Purchased Services Summary (300s)			
a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier <i>If Known</i>	d. Total Costs
	—		
	—		
	—		
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	—		
	—		
	—		
Total <i>Must agree with Purchase Services Total on Budget Summary</i>			\$0

XI. BUDGET DETAIL (cont'd.)

Grant Period 7/1/2011 – 6/30/2012	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>
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4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Capital Objects total on Budget Summary)		\$0

5. Other Objects Summary (900s)


a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Other Objects total on Budget Summary)		\$0

XII. BUDGET SUMMARY

LEA	Grant Period	Initial Request	Date Submitted	
Milwaukee Public Schools	Begin Date 7/1/2011		First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End Date 6/30/2012			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.


The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction	\$0	\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services	\$0	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.	\$0	\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		\$0	\$0	\$0
DPI Approval DPI Reviewer Signature/Date 				

XII. BUDGET SUMMARY				
LEA	Grant Period	Initial Request	Date Submitted	
Milwaukee Public Schools	Begin Date		First Revision	Second Revision
	7/1/2011			
Project Number <i>For DPI Use Only</i>	End Date			
	6/30/2012			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction	\$0	\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services	\$0	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.	\$0	\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		\$0	\$0	\$0
DPI Approval DPI Reviewer Signature/Date 				

XII. BUDGET SUMMARY

LEA	Grant Period	Initial Request	Date Submitted	
Milwaukee Public Schools	Begin Date 7/1/2011		First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End Date 6/30/2012			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction	\$0	\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services	\$0	\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.	\$0	\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		\$0	\$0	\$0
DPI Approval DPI Reviewer Signature/Date ➤				

**ATTACHMENT A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four school reform models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using "locally adopted competencies"		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools—including but not limited to charter schools or new schools				X